

## SIP 2019/20

# Willingdon Community School Improvement Plan 2019/20

## Overview of plan

Section 1	Section 2	Section 3	Section 4	Section 5	Section 6
<b>Achievement for All</b>	<b>Teaching &amp; Learning</b>	<b>Curriculum, Leadership &amp; Management</b>	<b>Behaviour, Attendance &amp; Safeguarding</b>	<b>Our Ethos: Developing Personal Excellence</b>	<b>Finance, Premises &amp; Safety</b>
<b>JCU/SPO</b>	<b>FRO/CDR</b>	<b>AWA/FRO</b>	<b>NTO/AWA</b>	<b>SPO/ABO</b>	<b>AWE/FRO</b>
Standards – JCU - Department foci e.g.basics, MFL... - Progress Breakfasts  Subject Reviews – FRO  DoLs/Middle Level Leaders development – JCU  PP/Gaps – SPO  Literacy – SPO  Motivation Group work – CAT/NTO  Year 11 Strategy	No teacher left behind CPD – FRO  ABCDL (moved from action 2) FRO  Assessment reporting - JCU	Curriculum – AWA  Inclusion ARCCH/Hub – NTO  Wider collaboration – FRO  Governors – FRO  Staffing – FRO/AWE/AWA  Staff wellbeing – FRO/JCU  No Deal Brexit planning – FRO/AWE/AWA	Attendance – NTO  Behaviour – NTO  Safeguarding - AWA	Increasing extra-curricular (cultural capital) - ABO/SPO  Rewards – CJO  Parental Engagement – ABO  Friends – ABO  CEIAG/Work Experience – ABO	Facilities  Income Streams  Budget planning

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### Section 1 – Achievement for All

AREA	AIM	FOCUS	IMPACT
Achievement for all	<p>To secure a progress 8 score above national expectations.</p> <p>Reach an overall average A8 grade of 5.2 (FFT20 estimate).</p> <p>Reach a Grade 4 basics match of 75% and a Grade 5 basics match of 52% (FFT20).</p>	<p>To continue to strengthen and improve the consistency of middle leaders' approaches to assessment, tracking, analysis and action and ensure that middle leaders' action plans and meeting agendas are based on relevant data and fully implemented in order to QA effectively and hold their teams to account.</p> <p>To improve the accuracy and clarity of our predictions by introducing a consistent whole school assessment system.</p>	<p>Progress 8 score is above national expectations, and the school's overall A8 grade is 5.2.</p> <p>The gap between boys' and girls' attainment is smaller than the national gender gap (A8).</p> <p>The gap between pupil premium and non-pupil premium students' attainment is smaller than the national gap for disadvantaged (A8).</p> <p>SEND students achieve in line with FFT20 expectations.</p>

### Section 1 – Achievement for All (IMPACT)

Area	Action Point	Staff	Time	Impact
<p>To secure a progress 8 score in line with or above the national average.</p> <p>Reach an average A8 grade of 5.2 (FFT20).</p> <p>Achieve a Grade 4 basics match of 75% and a Grade 5 basics match of 52%.</p>	<p>Maths implement the actions in their DoP in order that, they increase the Basics match at grade 5</p>	JCU, FRO, SBR	September 2019 – May 2020	<p>Basics match at grade 5 reaches 52%.</p> <p>More Maths grade 5s in 2020 (58%, FFT20), and overall Maths A8 score improves to 5.0.</p>

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	English Literature outcomes improve at Grades 5 and 7 through implementing the lessons learned from the 2019 results.	JCU, FRO, EWO	September 2019 – May 2020.	English Literature outcomes reach at least 64% Grade 5 and 23% Grade 7 (FFT20).
	Science outcomes continue to improve in both the trilogy (double) and triple Science entries, with a close focus on Chemistry and Physics through working with other centres of excellence and implementing the DoP.	JCU, FRO, PJA	September 2019 – May 2020.	An increased percentage of Grade 7+ outcomes in Chemistry and Physics (50% grade 7 in Chemistry, 44% grade 7 in Physics) . Higher numbers entered for triple science this year. Improved A8 score in Trilogy (double) – at least 4.4.
	Identify and address under performance issues in French, Spanish and Business Studies to ensure improved outcomes in 2020.	JCU / FRO/ SPO / JFR / PBU	September 2019 – May 2 September 2019 to January 2020.	Improved percentages at grades 7, 5 and 4 in Business Studies, French and Spanish. (estimates using FFT and current predictions) Business 4+ 85%, 5+ 65%, 7+ 30%. French 5+ 80%, 7+ 30%. Spanish 5+ 70%, 7+ 30%.
	Use external experts to lead CPD with MFL, English and Science teams, focusing on improving outcomes in French, Spanish, English Literature, Physics and Chemistry.	JCU/SPO	September 2019 – May 2020	Literature outcomes improve in 2020 (see above). Other subjects As above
	Embed regular collaborative work between English and Maths leads to share best practice and monitor and improve Basics Match at grades 4 and 5.	JCU/FRO/SBR/ EWO	September 2019 – May 2	Actions have impact on basics match outcomes (targets above).

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	Arrange internal or external reviews for departments with Business and MFL initially with others to be confirmed post PPE.		September 2019 to January 2020.	
	Revisit, consolidate and embed selected findings from Maths reviews and expert CPD which took place in 2019-2020.	JCU / SBR	By December 2019	
	Use TLR holders in Maths department to focus on key grade boundaries with the focus on improving the percentage of grade 5.	EBE / JCU / SBR	September 2019 – May 2020	
	English use Hub meetings and other CPD to improve approaches to Literature delivery, alongside improved use of metacognition and low-stakes Literature testing.	JCU / EWO	September 2019 – May 2020.	
	Progress breakfasts used throughout the year to monitor a range of key areas, always based on current data/predictions and focused on specific actions to address areas of concern.	JCU	October 2019 – June 2020.	Departments under focus demonstrate improved outcomes.
Consolidate validity and security of standards.	Simplify school assessment/prediction system to make it consistent, insisting that all departments moderate regularly (and record this moderation) and including reflections on accuracy of predictions and source of predictions in analyses for all year groups. Can you prove you know what a grade 4, 5, 6, 7 looks like in your subject?	JCU, SPO, FRO and SLT line managers.	All departments in line by March 2020.	Systems of assessment are clear and fit for purpose, with appropriate expected standards and moderation (evidenced through meeting minutes and analyses).
	Internal QA of moderation and assessment post PPE.  Through joint moderation and employing exam board materials and , where possible, expertise of outside agencies, validate standards in French, Spanish, PE, ICT and other subjects as appropriate.	Dols/Lols.	Term 3	Departments are assessing work accurately and consistently, in line with exam board expectations for KS4 students.

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	Where possible, confirming that departments have exam board markers on their teams and are using them to train/moderate.	Dols/Lols.	September 2019 onwards	Departments are using evidence from marking an assessment to inform planning and actions to maximise progress.
	All subject leaders to use moderators` reports, exam board analysis, scripts and exam board moderation training to secure standards. This to be supported by the ESP subject meetings.	DoIS/Lols		
	To consolidate the work of the motivational group work with Years 10 and 11, using key progress data to prioritise individuals and subjects where support is needed.	NTO/CAT		Key students` progress improves after work with motivational groups.
Disadvantaged Students	To develop the skills set of the Learning Support Professionals to help vulnerable groups make better progress.	AFR	From September 2019 to May 2020.	There is no gap between the attainment of PP and Non PP students.
	Use staff CPD sessions to highlight the needs of students so that all staff are aware of how to support, stretch and challenge students, while ensuring that students know what accelerated progress looks like.	SPO		
	Use enrichment, visiting speakers and the PSHE programme to develop confidence and resilience in PP students	SPO / DLE		
	Use parental engagement sessions and links with families to break down barriers between school and home which could limit progress.	SPO		
	Further embed a PP attendance support package for students at risk of persistence absenteeism.	NTO /JJE		

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<p>Embed the literacy strategy to support disadvantaged learners make equal progress to their peers</p>	<p>Embed tiers of vocabulary initiative to develop students' ability to become articulate communicators, through Speech and writing.</p> <p>CPD sessions to support staff with how to integrate vocabulary teaching into lessons.</p> <p>Vocabulary walls to be a feature in every classroom.</p> <p>Increased use of enrichment events to develop students' background knowledge and vocabulary, to support learning.</p> <p>Use the school library and reading events to promote reading for pleasure across both key stages.</p>	<p>SPO</p> <p>SPO</p> <p>SPO</p> <p>SPO</p> <p>SPO, MWE, HMA</p>	<p>September onwards</p>	<p>100% of staff are teaching vocabulary, evidenced through lesson observations and literacy walk throughs.</p>
<p>Year 11 Strategy</p>	<p>Please see detailed Y11 strategy document for particular focus on Y11</p>	<p>NTO/ CJO/ SLT/ DosP/ DoLs</p>		

### Section 2 – Teaching and Learning (IMPLEMENTATION)

AREA	AIM	FOCUS	IMPACT
<p><b>Teaching and Learning</b></p> <p><b>'Curriculum Implementation'</b></p>	<p>No teacher left behind...no learner left behind. Create a world class education with students as the future 'game changers'.</p>	<p>To develop a coaching culture to support the development of all practitioners.</p> <p>To offer appropriate CPD to all staff to improve the quality of teaching and learning and to reduce in – school variation in standards.</p> <p>To consolidate the ABCDL mantra so all staff consistency focus on all areas.</p>	<p>60% of lessons are outstanding</p> <p>100% of lessons are good or above</p> <p>Through lesson observations, QA audits and walkthroughs, the effective implementation of ABCDL is evidenced.</p> <p>Teaching and learning is at of at least a consistently good standard across the school.</p>

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Area	Action Point	Staff	Time	Impact
<p>No teacher left behind...no learner left behind. Create a world class education with students as the future 'game changers'.</p> <p>Continuous improvement in the quality of teaching and learning</p>	<p>Consolidate and extend coaching practice through year 2 of the Aspiring Outstanding Practitioners' Programme. Increase numbers of staff participating in and contributing to the programme (15).</p> <p>Ensure those staff who are not delivering teaching of a sufficiently high standard are directed to participate in the programme and monitored accordingly by DoL and line manager (10)</p>	FRO/ CDR	From September 2019	Those staff participating in the programme are able to demonstrate improvements in their teaching in identified areas of ABCDL by January 2020.
	<p>As part of their CPD commitment, All UPS teachers are required to fulfil one of the following expectations:</p> <ul style="list-style-type: none"> <li>• contribute to one session of the Aspiring Outstanding Practitioners' Programme</li> <li>• Facilitate a CPD session as part of the in house CPD programme</li> <li>• Support a colleague e.g. as a subject specialist or behaviour support.</li> </ul>	FRO/ SLT line managers	From September 2019 and monitored through Los x 3	UPS staff are actively contributing to the improvement of teaching and learning across the school and are being held to account by DoLs and line managers for this aspect of their role. Additional commitments will be reflected in PMR.
	<p><b>Re - launch the ABCDL mantra.</b> DoLs monitor planning and delivery of lessons to ensure priorities are made clear. SLT monitor through drop ins and the LO cycle.</p>	FRO	September 2019	Lesson drop ins and book scrutiny demonstrate that all staff are incorporating ABCDL priorities in planning and delivery of lessons.

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	Lesson observation paperwork is updated to ensure all observers comment on each area of ABCDL in feedback including the quality of feedback and student response to teacher marking. DoLs use the data that are generated from lesson observations to support and develop colleagues` practice; reflected in QA and LO reviews.	FRO and SLT line managers	October 2019	Lesson observation feedback has a positive impact on the quality of teaching and learning – teachers show they are improving in key areas
	<p><b>Response to year 10 review (June 2019) for current Year 11:</b></p> <ul style="list-style-type: none"> <li>• Focus on quality of teaching and learning in year 11 as a priority in terms 1 and 2. SLT and line managers to monitor levels of students` focus and engagement in year 11 lessons (identified as weakness in some of the lessons seen during the year 10 review).</li> <li>• Where focus and engagement falls below expectations, support will be provided for these teachers by CDR and SWI and the extended coaching team.</li> </ul>	FRO / SLT line managers	November review 2019	Drop ins and student voice demonstrate that all learners are fully focused and engaged in lessons. An improvement can be seen from end of year 10. No learner is left behind. The work of the year 11 team impacts on student engagement.
	<p><b>Response to PP review (June 2019):</b></p> <ul style="list-style-type: none"> <li>• More systematic sharing of outstanding practice relating to PP provision (e.g. seen in science and English). CPD led by these departments.</li> <li>• Develop more targeted questioning to individual students to “check”, “consolidate” and “stretch”. (Provide training on questioning)</li> <li>• Encourage greater student independence through a re- launch of 3 B4 Me and Book, Buddy, Boss approaches.</li> <li>• All teachers challenge passive learning, enable students to be independent and avoid the dominance of “teacher talk” where it does not impact on learning/ understanding.</li> </ul>	FRO/ SPO	Review in January 2020	<p>The review outcomes and student voice demonstrate that these areas have been addressed. ABCDL success criteria reflect these aspects and aren` t neglected by teachers.</p> <p>Passive learning is not acceptable and is challenged by all teachers/ monitored by line managers.</p>
	Avoiding cover for year 11: DoLs and the cover team will ensure that year 11 classes will not have cover but, where possible, will be taught by a specialist teacher from within the department.	FRO	September 2019	Year 11 receive a consistently high quality of teaching and learning by subject specialists, in



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<p>Absence for external CPD for teaching staff will be permitted during terms 1 and 6 only in order for all teachers to focus intensively on teaching and learning and year 11 for the remaining four terms.</p>	FRO/ SPO	From September 2019	the event of their teacher being absent.
<p>Dols` reviews in September 2019, January and April will focus on:</p> <ul style="list-style-type: none"> <li>• T and L – specifically on how weaker teachers are being supported, particularly those who underperformed with their GCSE group(s).</li> <li>• Data – a forensic look at underperforming groups and gaps.</li> <li>• Behaviour data – a forensic look at behaviour and its impact on T and L/ progress of key groups.</li> </ul>	FRO / AWA JCU NTO	September 2019	Quality of teaching is consistently high across all departments and in school variation in teaching and outcomes is reduced.
<p>Assessment and feedback schedules will be updated and included in curriculum booklets, strengthening links between curriculum and core assessments.</p>	FRO/ line managers	By end of October 2019	Variation in the quality of assessment, marking and feedback is reduced across departments and across the school. Evidence that assessment for learning is embedded into feedback and addressed through DIRT.
<p>Quality of assessment and feedback will undergo an early review to ensure feedback and DIRT are being used effectively to drive progress and improve outcomes for all learners. Is marking meaningful, motivating and manageable. Triangulate with teaching during LOs.</p>	FRO/ line managers	November 2019	
<p>All DoLs will use targeted book looks to improve consistency of practice in assessment and feedback across their teams and across year groups. Departmental good practice guidance will be provided for all curriculum teams, produced by DoLs.</p>	SPO FRO/ line managers	October 2019. December 2019	

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	In line with the curriculum review and based on recent research findings on improving teaching and learning, explore the themes of metacognition and memorisation, led by CDR and EWO.	FRO/ CDR/ EWO	Completed by the end of January 2020	Staff have an understanding of how to incorporate these approaches in their teaching.
	Retain a focus on subject areas identified in Achievement for All section above. Line managers support and drive improvements.	FRO/ AWA/ JCU	October 2019 February 2020	
CPD offer to support high quality teaching and learning	All middle leaders participate in the Middle Leader Programme, led by LYO and DCO. The focus of this programme will be to strengthen middle leadership, to provide DoLs and LoLs will the skills needed to secure greater consistency in outcomes and standards.	FRO/ SPO	From September 2019	Greater consistency in approach of middle leaders. Improved leadership skills and evidence of middle leaders holding their teams to account.
	Monitor involvement in appropriate CPD for targeted subjects. Line management meetings to focus on quality of teaching and involve regular visits to lessons.	EBE/FRO/ SLT line managers	September 2019 onwards	Rapid improvements seen in the quality and consistency of teaching and learning in key subject areas.
	Curriculum development is supported by effective CPD to focus on: Non specialists teaching out of subject New teachers Teachers identified as requiring support	FRO/ AWA/ CDR	September 2019	All teachers have good knowledge of the subjects and courses they teach and leaders
	Numeracy across the curriculum is delivered by maths team led by ZKE. Complete curriculum audit	FRO/ ZKE FRO	February 2020	

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### **Section 3 – Curriculum, Leadership and Management (INTENT)**

AREA	AIM	FOCUS	IMPACT
<b>Leadership and Management</b>	To review and develop the curriculum, staffing structure and leadership opportunities to ensure broad and balanced experiences for learners maximising outcomes in current accountability measures.	To continue to review our curriculum offer To develop our ARCCH provision To create a more bespoke curriculum for our most disaffected students who struggle in mainstream education. To improve middle leadership in order to deliver highly effective curriculum, strong teaching and learning and behaviour systems.	Attendance increases because students access the curriculum better Behaviour improves and on calls decrease as students engage more with the appropriate curriculum. Strong teaching and learning evidenced in all areas. Improved consistency in all areas.

Area	Action Point	Staff	Time	Impact
<b>Curriculum Intent</b>  'The best geologists know the most rocks'  Christine Counsell'	Review the curriculum audits and curriculum booklets with curriculum leaders in a series of SLT meeting slots with set questions to be explored. <a href="#">Questions for Curriculum discussion with DoLs (draft).docx</a>  SLT meeting 4: Maths/ Food SLT meeting 5: English/ DT SLT meeting 6: Science/ IT SLT meeting 7: Geography/ Drama SLT meeting 8: History/ Art SLT meeting 9: MFL/ Music SLT meeting 10: PE/ Ethics	SLT and DOLs	Term 1 and 2	SLT and DoLs have a clear understanding of the curriculum enabling next steps to be identified and taken in subject development.
	Complete a whole curriculum review to identify areas of whole staff training using the Ofsted key indicators document. <a href="#">KeyDoc - Ofsted curriculum quality indicators.doc</a>	AWA/FRO	Term 3	Areas for development for CPD identified and planned for second half of academic year.

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	<p>Conduct KS3 curriculum review student voice and share findings at T&amp;L.</p> <p>Addition to SIP – Use the February INSET day to focus on curriculum intent, implementation and impact.</p>	<p>AWA</p> <p>AWA/FRO</p>	<p>Term 3 and Term 6</p> <p>Term 3</p>	
Key Stage 4 Curriculum	<p>Consideration of mass early entry GCSE in light of 2019 results.</p> <p>Review Science entry policy following 2019 results.</p> <p>Conduct a KS4 current student voice to establish the success of subjects currently offered and feedback to subject leaders.</p> <p>Student and staff voice on future options process (September, November now December)</p> <p>Redesign of the options booklet to meet this year’s student voice</p> <p>Staffing structure to meet the demands of the options process</p>	<p>AWA/FRO/JCU</p> <p>AWA/FRO/JCU</p> <p>AWA</p> <p>AWA</p> <p>AWA</p> <p>AWA/FRO/EBE</p>	<p>Term 1</p> <p>Term 2</p> <p>Term 2</p> <p>Term 1 and Term 2</p> <p>Term 2</p> <p>Term 3/4</p>	<p>KS4 curriculum continues to respond to student voice and maintain a flexible approach to curriculum planning whilst taking into account the lessons learned from the previous cohort entry policies.</p>
Deep Dive subject review	<p>Review the curriculum 4-6 subjects including:</p> <ul style="list-style-type: none"> <li>- A wide variety of students in different year groups</li> <li>- An evaluation by senior leaders of the intent and the understanding of its implementation and impact.</li> <li>- Ensuring that curriculum leaders have long and medium term clarity of thinking and planning including rationale for content choices and curriculum sequencing.</li> <li>- Visits to lessons to deliberately and explicitly connect a sample of lessons with the curriculum outlined.</li> <li>- Work scrutiny of books as part of the classes observed.</li> <li>- Discussions with teachers about how their understanding of curriculum informs content and sequencing.</li> </ul> <p>Using figure 21 p.42 as a framework for this deep dive.</p>	<p>SLT</p>	<p>One subject per half term - Changed to from T3 due to capacity</p>	<p>Subjects thoroughly reviewed and planned for improvement where necessary.</p>

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	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/766252/How_to_assess_intent_and_implementation_of_curriculum_191218.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/766252/How_to_assess_intent_and_implementation_of_curriculum_191218.pdf</a>			
	Subjects to be decided.			
EBAC planning	Review the expansion of languages into a balanced Spanish/French curriculum based on student voice. Monitor numbers opting for GCSE in light of the future national EBAC policy.	AWA	Term 3	Uptake at languages at KS4 increases due to greater student voice in languages.
Subject and Department development	In order to maintain and extend an exciting and varied curriculum matters should be on each agenda to ensure that the curriculum for each subject area is providing exciting topics delivered in an engaging way that is differentiated to allow all learners to maximise progress. Now in process	DoLs	On going standing item	Subject expertise is further developed/
	Quality control of assessments including – breadth assessed, conditions of assessment, standardisation of the conditions of assessments, cumulative assessments, lead up and assessment design.	DoLs/ FRO	Term 3+	
	Review homework in subjects to consider how it supports learning. Issue with Edulink but action taken to sort the reports with Edulink 25/11 which will make homework monitoring useful	DoLs/ FRO		
	Explore opportunities for subject communities – local and national.	DoLs		
Broader Curriculum	Review areas without curriculum booklets for areas without at the start of the year e.g. PSHE, ARCCH and plan for booklet completion. Moved from T1 –T4	AWA	Term 4	
	PSHE implementation of the new RSE guidance. DLE hub lead. Curriculum booklet to be produced and curriculum quality reviewed.	DLE/ SLT	Term 3	The PSHE curriculum and wider RSE in the curriculum continues to be high quality and effective.

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	CEIAG ensure that employability skills are implicit in the curriculum, careers throughout the curriculum. Already much more visible in the curriculum and wider provision	ABO/ DoIS	Term 4	CEIAG is judged as effective and the Gatsby benchmarks are reached.
	Conduct a review of numeracy across the curriculum to ensure that cross subject links are explicit between the numeracy subjects of Maths, Science, Geography, D&T. Moved as a priority Term 3	JCU/ ZKE	Term 2	Numeracy is given the same consideration across the curriculum that has been paid to literacy.
	Incorporate mindfulness in the curriculum to help with student mental health. Several groups now set up with new cohorts of students currently being designed for next cohort in new year.	MST/ AWA	On going	Mindfulness taught to those students who have particular need for this (e.g. anxiety students)
Alternative curriculum/ ARCCH provision	<p>To implement the findings of the Year 10 review related to the ARCCH provision.</p> <p>To include:</p> <p>Communicate a clear vision as to the purpose of the facility.</p> <p>Implement a clear pathway system and ensure that all staff know who is the cliental and what they are studying.</p>	NTO/AFR/ KFO	September –December 2019	<p>Greater engagement of our disaffected students and school refusers. A 50% reduction in FTE. Zero permanent exclusions.</p> <p>Greater attendance of these students. No PA.</p> <p>Increased engagement of these harder to reach students. Positive student voice.</p> <p>Attendance reaching national average as students feel safer and happier. Students in Year 11 all moving on to FE. No NEETs.</p>

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	Design and implement a clear curriculum with schemes of work and bespoke lessons in order to ensure that those students in ARCCH achieve their potential in subjects but also life and emotional skills. This will need a review T3-6		Review T1-6	
	Ensure the academic progress of students is monitored effectively at the Assessment Points.	KFO	At the 3 assessment points.	
	Ensure that SEND and ARCCH information is carefully integrated for these students so that passports are merged into one meaningful document.		End of Term 1	
	Review the new ARCCH staffing timetable to ensure that subject specialisms are utilised fully (English, Maths, Science) in addition to other staffing.		Term 2	
	Review leadership of ARCCH provision in terms of ADOL role to ensure that training needs are identified and support given.		Term 2	
	To develop links with alternative curriculum providers to give our students varied opportunities moving forward to include appropriate work experience and develop their aspirations.		Term 2	
	To develop an engaging physical environment in order to increase aspirations and engagement.		Term 1	
	To conduct a series of reviews (arising from the SPP review) researching the question: 'To what extent is ARCCH providing a high quality of teaching and learning for PP students.'		Term 1,3,5	
	Review and monitor the alternative curriculum for both ARCCH and SEND students to ensure that the curriculum for them is fit for purpose and meets their needs.		Term 1,3,5	
Talent Management	Further develop our CPD bespoke offers for staff at varying levels of their careers. Organise an aspiring middle and senior leader's programme.	FRO/CDR	September –July 2020	To retain our outstanding practitioners. Greater

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	Embed the outstanding practitioner programme.			consistency between all departments and all year teams.
	Sustain and increase CPD collaborative work with our established networks in order to develop more outstanding practitioners and leaders. Through these links, we will develop a culture of excellence, where CPD is embraced by staff who want to improve and be at their very best. ESP links EIP provision Teaching schools Wider collaborative links.	FRO/ SPO	September 2019-July 2020	To increase the percentage of outstanding practitioners- 80% being outstanding and 100% being good or better.
	Focus CPD external opportunities in terms 1 and 6 to minimise disruption to teaching and learning.  Ensure those new in post access the required support both internal and external.	FRO/ CDR		To subsequently ensure outstanding outcomes and to ensure we are above county and national measures.
Parent communication	Improve parental engagement through a series of parent forums, parent CPD and parent voice sessions throughout the year. Regular surveys will evidence parental engagement and recorded attendance at events. These to be updated in line with new OFSTED parent view.	ABO/SPO	September-July 2019	To increase parental involvement- 90% or above at every parents' evening.
	To establish the guest accounts for Ofsted parent view at parent events in order to facilitate the ease for parents for completing these.	AWA/ SRG	Term 1	Increase in number of parents completing the OFSTED questionnaire.
	To ensure that parents are informed of the curriculum for their children during Term 1.	AWA	Term 1	Parents are well informed
	To update the website to make sure parents have access to the latest and key information. Governors to QA the website.	SLT/ Gov	Term 1 update. Term 2 review	Website useful and up to date and meets statutory requirements.



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Governors	To work alongside governors to develop the QA processes of leadership and management within the school. Access training from governor services where appropriate. Calendar in for the year regular learning walks for governors to capture their areas of responsibility. Utilise reports written by governors for future actions needed by leadership. SLT to present at scheduled times of the year on their areas of leadership and management and evaluate impact of the SIP.	FRO	September-July 2020	To sustain our OFSTED judgment of leadership and management and move towards outstanding by the next OFSTED. Governors to be able to hold all of leadership to account for their areas of responsibility.
Staffing Structure	In light of expansion in 2021, to work on ensuring we have a fully staffed body to cope with the increase of 40 in PAN.	FRO, EBE, AWE and Governors Pay Committee	November 2019-May 2020	To ensure the school is fully staffed in September 2021 and prepared for the increase of PAN. To sustain our T and L record of Good or above quality of practitioners.
	To ensure we have the relevant classroom space for the increase in PAN from 2021	FRO/ EBE/AWE/ AWA	Jan-May 2020	
Staff Wellbeing	<p>Implement findings from the Summary and recommendations teacher wellbeing research report July 2019 in order to increase staff wellbeing.</p> <ul style="list-style-type: none"> <li>- Email protocol to be designed and made clear to parent body including realistic time frame for reply.</li> <li>- For each new admin task the impact on staff will be considered and task modified accordingly.</li> <li>- Review marking and assessment policy with a view to removing unnecessary tasks which don't impact on student progress.</li> <li>- Continue to monitor cover situation to ensure that rarely cover is met.</li> <li>- Continue to review behaviour policy to ensure all staff feel supported by the consistent implementation of the policy.</li> </ul>	<p>FRO/JCU/ AWA</p> <p>FRO</p> <p>SLT</p> <p>FRO</p> <p>SPO NTO</p>	Term 2	SLT aspire to contribute positively to staff wellbeing. We will support a positive work culture, be accessible to staff, listen to them, value them as professionals, recognise their work and support their autonomy.

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	Reintroduce a staff wellbeing committee which will include feedback for the development of the new staffroom and the development of staff voice.	JCU	Term 2	
	As part of line management system to support middle leaders in the following areas; heavy workload, recognition of a job well done, provision of useful feedback on work, encouraging and supporting development.			
Preparing for a No Deal Brexit	Consult with ESCC about preparation for this.	AWE	September 2019	
	Ask Chartwells about the contingency plans and communicate this to parents.	AWE		
	Ask Stagecoach about their contingency plans and communicate to parents.	AWE		
	Add as an agenda item to SLT and Governor meetings.	SRG		
	Revisit the crisis management plan to ensure that we are as prepared as we can be.	FRO/AWA/AWE/CHA		
	Ask JGR to liaise with exam boards about possible impacts and contingency plans.	JGR		
Inspection Preparation	Complete the area booklets	SLT	Term 2	
	Undertake the Self Review checklist	FRO/AWA	Term 2	
	Prepare for the 8am checklist to make sure information easily to hand when the call occurs. Agenda item to SLT.	SLT	Term 2	

## Section 4 – Attendance, Behaviour and Safeguarding

AREA	AIM	FOCUS	IMPACT
<b>Behaviour, Attendance and Safeguarding</b>	Sustain a strong pastoral system which keeps children safe and happy at school. Ensure consistency in all approaches and ensure attendance meets national average of 95%.	To fully embed the principles of nurture. To reinforce the strategies within attendance policy of 2018 To consolidate the workings of the safeguarding team to ensure consistency of approach in safeguarding all children. To continue to develop a highly trained staff in their approach to safeguarding.	Attendance will be in line with national average-95% There will be no permanent exclusions and fixed term exclusions will reduce by 50%. Student voice and sims entries will document less bullying incidences. Safeguarding audit will evidence exemplary practice.

Section 4 Attendance				
Area	Action Point	Staff	Time	Impact/Evaluation
To reinforce the strategies of the amended attendance policy 2019	Embed and raise the profile of attendance across the curriculum using a triangulation of progress, behaviour and attendance data. Share analysis grids for attendance.	Tutors DOSPs, PSAs, SLT, AO	Ongoing	Attendance will be in line with national average-95
	Share with parent body the revised threshold and promote via social media. Produce a parent handbook for attendance	NTO/JJE	Term 3	
Improve overall attendance to 95%.	Improve attendance by more than 1% using session absences for tracking and monitoring rather than percentage attendance. Introduce 2 termly analysis and meetings with NTO every 2 weeks. SLT line management to QA stage 3 attendance.	DOSPs, SLT, AO	Ongoing	Daily attendance to remain around 96%
	Attendance rewards agreed and shared using student council and student voice.	DOSPs/LGO	September	Increased number of student on 100% attendance.
	Fully explore the potential of an additional attendance officer to reduce absence.			
Improve the attendance of all students that were previously	Liaise with SLT (PP) DOSPs and PSAs to address Pupil Premium (PP) attendance as part of their intervention, forming relationships with parents and carry out Attendance Support Plans as required.	PSAs, AO		Reduce the gap of PP attendance from -4.67 to 0 and the percentage PA gap with PP by 25% (less

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<p>below 95% and reduce PA of all students particularly VPs</p>	<p>Use ESBAS intervention programme with attendance officer for a caseload of 15 students in year 9 and 11 for term 1 and 2. This will then be rolled out and delivered by attendance officer and PSA to other year groups and new cohorts of PP students. It will involve parent contact.</p> <p>Use of our AO to re-engage hard to reach situations focusing on PP as a priority.</p> <p>Use of THE ARCCH and alternative provision to re-engage students that cannot cope with mainstream educations.</p>	<p>ESBAS/JJE/ NTO/PSAs</p> <p>JJE, DOSPs, KFO, NTO</p>		<p>than 13%) based on term 1-5 previous year.</p> <p>No student refusing to attend school.</p>
<p>Review timetables of vulnerable students</p>	<p>Track timetables of vulnerable students to ensure they meet the needs of individual students and improve their attendance.</p> <p>Routes in ARCCH monitored termly.</p>	<p>Teacher of Inclusion/ SLT/JJE/ DOSPs/PSAs</p> <p>DOSPs/SLT/ AO/KFO</p>		<p>No students refusing to engage.</p>
<p>Improve students attendance in KS3 Year 7</p>	<p>Attendance to be a focus in year team strategy</p> <p>Use KS2 attendance data to identify PP students with poor attendance habits in September. Transition Teaching Assistants (TA) to engage parents regarding attendance along with Year 7 pastoral team in Term 1</p> <p>Year 9 team to identify patterns of poor attendance from Year 8 and select students for ESBAS intervention. Use penalty notices to address the urgency for attendance.</p>	<p>DOSP and SPO Year 7</p> <p>Tutor team/ Transition TA</p> <p>LGO/PSA/SLT</p>		<p>Year 7 and 8 attendance to remain above 96% Year 9 to achieve above 95% daily.</p>
<p>Improve overall attendance of year 11 and reduce the PA,</p>	<p>Year 11 strategy to focus on attendance.</p> <p>Fortnightly meetings with DOSP.</p>	<p>ARO/NTO/ SLT/JJE</p>		<p>Year 11 attendance to be 95%</p>

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particularly of vulnerable groups.	<p>Team challenges for SLT and mentoring programme.</p> <p>ESBAS intervention in Term 1 and 2</p> <p>Increase core referrals and use traded units for complex cases of required.</p> <p>Correct provision for most challenging and disadvantaged students. Ensure attendance is high at such provision and use ESBAS as required.</p>			
Section 4 Behaviour				
Area	Action Point	Staff	Time	Impact
To fully embed the nurture school ethos.	SLT to make use of the nurture principles in strategic planning and policy development.	SLT	September and ongoing	Policies to reflect a nurture approach with explicit reference nurture principles.
	Widen the use of Boxall profiling as a starting point in planning support for students who present with challenging behaviour to assess development gaps and need.	AFR/ARCCH/DoSPs/	October	Boxall Profiles in place for all students requiring SEMH intervention.
	DoSPs to become proficient in conducting Boxall profiles and to embed Boxall findings into Additional Needs Plans (ANP) and Assess Plan Do Review (APDR) documentation.	DoSP/AFR/	December	Improved quality of ANP/APDR.
	SEN team to use Boxall diagnostics to create useful and meaningful advice to staff in the form of snapshots and passports. Widen staff understanding of Boxall Profiles' relevance for planning and class teaching.	AFR	October	Staff use of Boxall led strategies evidenced through lesson observations.
	SEN team to use Boxall profiling to plan for and determine the impact of discrete nurture provision. Fully embed nurture principles in all aspects of ARCCH provision and widen staff understanding of a nurturing approach.	AFR ARCCH/ AFR/NTO NTO/ AFR	September February December	Reduced FTE and improved attendance of ARCCH students.

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	<p>Ensure that a restorative approach is used by staff to resolve behaviour incidents and to formalise restorative, reflective work with students in ARCCH to support students in engaging with the RJ model.</p> <p>Devise a plan for establishing an on-site Forest school provision to widen the number of students who can access this discrete nurture provision.</p> <p>Seek external funding to complement fund raising by the Friends parent group to establish on-site Forest School facilities.</p>	<p>NTO/AFR</p> <p>NTO/AFR</p>		
Classroom consistency in behaviour	<p>Achieve consistency at classroom level in line with the 6 principles of nurture.</p> <p>CPD Kit Messenger on behaviour management</p> <p>Small focused group on behaviour management for those teachers where behaviour management and relationships are identified as areas for development.</p> <p>Improve the quality of logging incidents by department and introduce a whole school system of consequences, 'Call back' to address behaviour issues.</p> <p>Promote the most effective behaviour for learning strategies for excellent classroom behaviours and use staff as buddies to support the improvement of teachers, focussing on boys and PP students. Produce top tips for behaviour management.</p> <p>Track and monitor the contact home following a behaviour incident graded B2 or above. Promote via whole staff briefing.</p>	<p>Teaching staff/DoLs/DOSPs</p> <p>NTO/FRO</p> <p>NTO/CDR</p> <p>Teaching staff/DoLs/SBU/DMC/AWO</p> <p>NTO</p> <p>SBU/NTO</p>	<p>Continuous</p> <p>Term 1/2</p> <p>Continuous</p> <p>September</p> <p>Continuous</p>	<p>Reduced interruptions to learning and no complaints regarding learning being disrupted.</p> <p>Less SEN students removed from learning environment</p> <p>Improved quality of behaviour data available on sims</p> <p>Behaviour incidents reduce for these categories as the term progresses.</p>

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	<p>Establish a daily behaviour panel for high-level incidents for collective decision making in line with the 6 principles of nurture and avoid FTEs. DOSPs to become responsible for the daily behaviour bulletin.</p> <p>Produce a RJ film to model effective RJ. DOLS and DOSP to be responsible for RJ Student, teacher, parent and Governor voice on behaviour systems.</p> <p>Introduce a behaviour forum for staff to share good practice.</p> <p>Track and monitor positive feedback home, communicate to staff via bulletin</p>	<p>NTO/DOSPs</p> <p>PSW/NTO</p> <p>NTO PSAs/DOSPs</p>		<p>Reduced the number of students with Removes in Terms 4,5,6</p>
Reducing FTEs	<p>Revise the system for tracking and monitoring of Reflection Room, learning walks and internal exclusions/next day S2S.</p> <p>Liaise with IT staff and sims management to evolve the system for reporting and issuing behaviour/call back/ department coaching/intervention.</p> <p>Introduce a system to improve compliance in reflection. Use a behaviour panel with KS3/4 representatives and Inclusion staff</p> <p>DOLS to monitor behaviour log and support teachers where there are increasing numbers of classroom consequences.</p> <p>Produce a new HOT Spot timetable for learning walks with Department buddies identified.</p> <p>Promote the new Behaviour policy in line with Nurture school status. Rigorous and consistent use of current behaviour system whilst using collaborative work with partner schools to investigate a positive ethos towards behaviour.</p>	<p>NTO/AGW/ DOSPs</p> <p>NTO/DOLS/ SBU/DMC</p> <p>NTO/DOSPs</p> <p>DOLS</p> <p>NTO/AGW/ AWA</p> <p>NTO/ABO All staff</p>	Term 2,4,6	<p>Reduced FTE by 60%. From 139 (T5) to below 85.</p> <p>No permanent exclusions. Reduced detentions and all students attending detentions.</p> <p>No students unable to not attend due to behaviour issues. Reduced number of SLT detentions. Reduced the number of students in Reflection.</p> <p>Reduce behaviour log Improved aspirations</p>
	Use of rewards system to incentivise an improvement in individual behaviour.	NTO/CJO		

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<p>Mindfulness and mental health support. Every member of staff being trained in Mental health First Aid and introduce Mindfulness sessions.</p>	<p>NTO/MST</p>		<p>Improved engagement. Work on MH First aid continues</p>
<p>Personal excellence further embedded into pastoral and curriculum systems, assemblies</p>	<p>DOSPs/DOLs</p>		
<p>Improve the quality of ANPs and APDRs including a system of monitoring the expected and necessary reviews.</p>	<p>NTO/DOSPs/AFR</p>		
<p>Revise ARCCH curriculum provision in the light of staffing expansion across the subject specialisms. Establish core subject curriculum that enables students to continue working towards core subject GCSE and provide smooth transition back to mainstream classes.</p> <p>Embed STAR objectives into planning for all ARCCH lesson content to create a structure and continuity of approach across the curriculum.</p>			<p>Published curriculum focussed on engagement and STAR objectives and core subjects.</p>
<p>Establish clarity of ARCCH aims as engagement of students in an innovative curriculum that supports students in developing the skills necessary to be successful in the mainstream. Streamline the range of accredited courses available to facilitate planning for skills acquisition that enables a return to mainstream provision.</p>	<p>NTO/AFR/KFO/DTI/DOLs</p>		<p>Lesson observation and work scrutiny demonstrates objective led planning and consistency of approach.</p>
<p>Raise the profile of ARCCH provision and widen staff and parental understanding of its aims, curriculum and routes of provision.</p> <p>Ensure that lesson structure is focused on short burst teaching with built in reward and structured downtime in line with recommendations for SEMH provision.</p>			<p>Staff voice demonstrates understanding of ARCCH provision and evidenced reduction of ad hoc referral to ARCCH during the school day.</p>



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	Establish induction protocol involving ANP/APDR planning with Boxall diagnostics, student reflection and target setting. Ensure regular review of provision planning that includes staff, students and parents.			Improved quality of ANP/APDR
	Develop the facilities within the ARCCH space to enable effective teaching and a structured safe space for student withdrawal and settling.  ARCCH Staff to attend a behaviour panel day for appropriate allocation of students.			
Revise the structure of pastoral team	AAH for KS3 and 4 to produce a strategy for each key stage including a rapid response to termly data  Each year team to produce a development plan as a review, focusing on ARCCH values and ABCDL to feed into key stage strategy to focus on behaviour/progress and attendance.  Line management meeting to be structure to track behaviour/progress and attendance	NTO/CJO/ LGO  DOSPs/AAH  DOSP/AAH		Increased rigour for tracking and monitoring and reduced behaviour data.
<b>Section 4 Safeguarding</b>				
<b>Area</b>	<b>Action Point</b>	<b>Staff</b>	<b>Time</b>	<b>Impact</b>
Core Team efficiency, including effective implementation of systems.	Increase core safeguarding meeting to a double lesson in length per week with only LCU and AWA. Change order of set agendas in order to prioritise urgent concerns. Cascade then needed for year teams. Minute these meetings more effectively.	AWA/LCU	Ongoing	Systems are updated in a timely fashion
	Use the safeguarding meeting to continuously update the triangulation document so that we cascade this to year teams and eliminate inconsistency in this document. One to be addressed each safeguarding meeting so cascade to DoSP every 5 weeks.	AWA/LCU	Ongoing review every 5 weeks	DoSP are clear about concerns in their year group enabling a wraparound support of the most vulnerable.

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	Ensure that this triangulation document is on each line management agenda of these 5 key individuals (safeguarding link for each year group) and ask for feedback at SLT during the safeguarding agenda item.	CJO/LGO/ LCU/AWA/ TCA	Monthly review	As above and ensured that behaviour/ attendance/ safeguarding and medical issues cross referenced.
	Liaise and train a new member of the First Aid staff to spot the trends of those vulnerable students that may present a safeguarding concern.	AWA/LCU	Term 1	Effective triangulation for safeguarding.
	Maintain the safeguarding good practice file so that all areas are covered and records kept of all training delivered/ governor visits etc.	AWA/ LCU/BRO	Review termly	Consistent view of safeguarding enables any gaps in training/ knowledge/ policies to be rapidly identified and remedied.
	To continue to use the local documents feature on My Concern to ensure that all have read the latest guidance. Train up more members of the team to be able to support this.	AWA/ LCU	Term 1	All staff appropriately informed and trained
	Maintain My Concern to include the flagging of all the concerns to the appropriate categories and filed when appropriate.	AWA/LCU	On going	Efficient, clear and up to date management system.
	Update all RRRPs so that all are reviewed or archived. Review dating and titling system to enable ease of monitoring.	LCU	Ongoing	
	Train the core team in the use of the Brook traffic light tool for sexualised behaviours.	AWA/ LCU	Term 2	
	Ensure that documentation required for an inspection is readily available. To be quality assured by link safeguarding governor. Monitored each governor meeting.	AWA/ BRO	Term 1,2,3,4,5	
Staff at all levels are highly	Ensure those members of the core safeguarding team (AWA and LCU) complete their refresher training this academic year.	AWA/LCU and any	Term 2/3	Staff are highly trained and up to date.

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trained in all aspects of safeguarding		other members of the team who needs renewing.		
	The core team to continue to engage in the various safeguarding groups and sessions including attending the DSL conference 17 <sup>th</sup> January 2020	AWA/LCU	Ongoing	Specific knowledge of core team continues to expand.
	Update the core team on the peer on peer abuse protocol and the ways to support the alleged perpetrator and victim.	AWA/LCU	Term 1	
	<p>Design and implement a training map for the entire year covering all aspects of safeguarding. This will include some whole staff training during INSET and twilight, some written bulletins and some staff briefing input. Continue drip feed approach undertaken this year.</p> <p>This will include the 4 sessions from The Key, monthly briefings on a designated topic and an eLearning module for all staff.</p> <p>September: Understanding different types of abuse            October: Mental Health and dealing with disclosures            November: Peer on peer sexual abuse/ Missing Children and Adults            December: County Lines            January: Domestic Abuse            February: Knife Crime            March: Gangs and Youth Violence            April: Online safety/ Social Media (cyber flashing/ etc)            May: Relationship Abuse            June: Radicalisation            July: FGM</p>	AWA/LCU	Term 1  Term 1 Term 2 Term 2 Term 3 Term 3 Term 4 Term 5 Term 5 Term 6 Term 6	Staff have a high awareness of safeguarding and know how to follow all procedures and can recognise signs of concern.

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	<p>Implement the training from 'The Key for School Leaders' package (see above)</p> <ul style="list-style-type: none"> <li>- Session One- Introduction to safeguarding and understanding abuse</li> <li>- Session Two – Disclosures</li> <li>- Session Three – Peer-on Peer abuse</li> <li>- Session Four- Online safety</li> </ul>	AWA	Term 1 Term 1 Term 2 Term 4	
	Use the Key for School leaders to refresh the safer recruitment training through completion of the e learning module and make sure that the register of this is updated in the centralised folder.	SLT/ Core DoLS	Term 3	All those involved in safer recruitment trained to spot issues.
	Develop a bank of questions about safeguarding to send to Headteacher when staff surveys due to drip feed throughout the year and ensure staff feel confident so we can address any concerns arising.	AWA	Term 2/4/6	Safeguarding training can then respond to individual or arising need.
Policies and processes	Update the suite of safeguarding policies to reflect any changes in county and national guidance from October 2019.	AWA/ SRO	Term 1 CP policy/Term 3 all policies	All policies are up to date with latest county and national guidance.
	Ensure that external providers are visited and safeguarding procedures checked with documentation of registered status held in a central file.	AWA/ SLT/ SENCO/ DOSP	Term 1 and when need arises	
	Review positive handling recording and ensure central record of those who have been trained is in the same folder to be held at reception.	AWA	Term 1	
	Formalise the record keeping of supply and contractor safeguarding records. Keep with SCR.	AWA and HR	Term 1	
Safeguarding profile for staff/ students	Refresh and update the safeguarding posters and talk to us posters around the school to keep safeguarding at the forefront of all staff minds.	LCU/ Resources	Term 1	
	Continue to explore welfare support, such as our counselling service, and other means to support our students including open door break time drop ins, online counselling for teens and the talk2us email.	AWA/LCU/ FRO	Ongoing	

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	<p>Liaise with DLE to ensure that the following areas are in the PSHE curriculum:</p> <ul style="list-style-type: none"><li>- What constitutes a healthy relationship (online and offline)</li><li>- Recognising the risks associated with criminal and sexual exploitation</li><li>- Domestic abuse</li><li>- FGM</li><li>- Forced Marriage</li><li>- Substance misuse</li><li>- Gang activity</li><li>- Radicalisation and extremism</li></ul> <p>Raise awareness of the students of the support available to them.</p>	AWA/DLE	Term 2	Students are well informed as evidenced by student voice
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### **Section 5 – Our Ethos Developing Personal Excellence: Ambition, Respect, Courtesy, Compassion And Honesty**

AREA	AIM	FOCUS	IMPACT
<b>Our Ethos Developing Personal Excellence</b>	All Governors, staff, students, parents, carers will play an active role in living and promoting our school's ethos.	<p>To increase our extra-curricular offer to ensure every student has access to developing their cultural capital.</p> <p>To develop students' pride in the school and its environment.</p> <p>To consolidate our parental engagement programme and increase our work with the Friends of Willingdon School.</p> <p>To further our collaborative work with the community to provide greater opportunities for our children e.g. work with Eastbourne School's partnership.</p> <p>Use the curriculum to promote values and students' understanding of the world beyond Willingdon.</p> <p>Develop the CEIAG provision to ensure that all students are provided with the necessary tools in order to make the right life choices for them, which are ambitious and suitable for each individual.</p>	<p>School recruitment successful- we continue to be over subscribed.</p> <p>The school is fully staffed-We continue to retain the very best staff and develop outstanding practitioners</p> <p>Attendance increases to national average -95% as students actively want to participate in school life.</p> <p>Complaints decrease as parents fully participate and support the school vision.</p> <p>Students feel they are well informed to make their further education and inspirational careers choices.</p>

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<b>Section 5 – Our Ethos Developing Personal Excellence</b>				
<b>Area</b>	<b>Action Point</b>	<b>Staff</b>	<b>Time</b>	<b>Impact</b>
To increase our extra-curricular offer to ensure every student has access to developing their cultural capital.	<ul style="list-style-type: none"> <li>To build on the audit of enrichment activities. Make enrichment part of DOPs to ensure each department is offering an activity, beyond intervention / catch up, every term.</li> <li>To ensure a DOSP tracking sheet is maintained in every year group, providing clear evidence of who has and has not been on trips.</li> </ul>	ABO	Term 1	All departments offer an enrichment activity.
	<ul style="list-style-type: none"> <li>Run a programme for PP / vulnerable students to support development of cultural capital, such as a boys' cooking club.</li> <li>NQTs to each run an enrichment activity at some point during the year.</li> </ul>	ABO	Term 2	50% of PP / vulnerable students received targeted enrichment and development of cultural capital.
	<ul style="list-style-type: none"> <li>Create opportunities for family enrichment events, such as sport, literacy, food.</li> </ul>	ABO	Term 2	Families attend events and become advocates for the school and promote in the local community.
	<ul style="list-style-type: none"> <li>Continue to map a range of trips and cultural events in the school calendar at the start of the academic year.</li> <li>Ensure a range of events / trips across year groups throughout the year.</li> </ul>	SPO	Term 1	A range of events of offered throughout the year for every year group.
To develop students' pride in the school and its environment.	<ul style="list-style-type: none"> <li>To embed the new school uniform and the new PE kit.</li> </ul>	SLT	Term 1	Student voice indicate students feel proud of the new uniform.
	<ul style="list-style-type: none"> <li>New feature walls around the school.</li> </ul>	PSM	Term 1	Student voice indicates the school is a welcoming environment. The environment reflects the culture of the school in new areas, creating a sense of department identity and vision.

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To develop the promotion of personal excellence in lessons.	<ul style="list-style-type: none"> <li>To embed the tracking of rewards issued in lessons.</li> <li>Continued promotion of the school rewards system so more students receive points.</li> </ul>			Increased percentage of reward points allocated during directed learning time. Impact seen in walk throughs.
To develop our parental engagement programme and increase our work with the Friends of Willingdon School.	<ul style="list-style-type: none"> <li>Develop opportunities for parent feedback: Ofsted style questionnaire, box on reception for parent views, feedback in Contact and also on school website, continued use of surveys at parent evenings and establish parent voice groups. SLT will follow up on concerns raised.</li> </ul>	ABO	Term 1	Reduction in parental complaints. Improved parental response on school issues.
	<ul style="list-style-type: none"> <li>Develop range of topics for termly parent forum meetings on key vision, including building work and on-going whole school priorities to keep updated on whole school initiatives.</li> </ul>	ABO/ SPO/ EBE/FRO	Term 1	Improved parental understanding and engagement and a greater participation of parents at school events.
	<ul style="list-style-type: none"> <li>Embed communication strategy communicate with parents through school news-letters and social media and work with parents to create a document which is fit for purpose.</li> <li>Development of the school website, ensuring it is fully compliant and user friendly for parents.</li> <li>Work closely with Friends of Willingdon to create a programme of activities to attract new parents to attend and fund raise.</li> </ul>	ABO/ SPO	Term 2	Increased attendance at parent social events. Increased readership of the school website evidenced by systems analysis.
	<ul style="list-style-type: none"> <li>Further develop our advertising to attract parents and raise awareness of the Friends throughout the community, such as through twitter, website and feeder schools.</li> </ul>	ABO	Term 1	Increased attendance at Friends events.
To increase our collaborative work with the community to provide greater opportunities for	<ul style="list-style-type: none"> <li>Continue to work with stakeholders within our community such as The Rotary Club, St Wilfred's Hospice, Homestay and Student Ambassadors, in order to promote community links.</li> </ul>	All relevant staff	On going	75% of the student body are involved in community projects.
	<ul style="list-style-type: none"> <li>Promote students' cultural capital by exploiting a range of opportunities to develop personal excellence.</li> </ul>	SPO/ DLE	On going	A range of visiting Speakers attend the school and student



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our children e.g. work with Eastbourne School's partnership.				voice indicates they were successful in promoting their message.
Raising young people's aspirations and promoting access to all career pathways.	Enhance existing careers programme for all year groups and incorporate START.	ABO/ AWO	By Term 6	Achieve all 8 Gatsby benchmarks Retain Investors in Careers status.
Enabling all young people to develop the skills and aspirational outlook they need to achieve career wellbeing.	Ensure that every student and their parents should have access to good quality information surrounding future study options and labour market opportunities. We will do this through a programme of trips, website, parent information and platform of learning.	ABO/ AWO	Review termly with AWA	
	Ensure that the provision addresses the needs of each student with advice and support tailoring to each of their needs. (Advice and support to be provided by learning platform, assemblies, careers fairs, Level 6 guidance).	ABO/ AWO	Review termly with AWA	
	To ensure that curriculum learning is linked to careers as evidenced by subject curriculum booklet and DoP.	ABO/ AWA	By end of Term 2	
	Ensure that all students have encounters with employers and employees in order that they gain a better understanding of the work place and potential career paths open to them.	ABO/ AWO	Term 4	
	All students to have experienced the work place environment to understand the context in which they could one day be working (this	ABO/ AWO	Term 5	

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	includes work experience, talks, learning platform and drop down days – ‘Adulging’ day)			
	To ensure that all KS4 students have encounters with further education providers.	ABO/ AWO	Term 5	

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<b>Section 6 – Finance, Premises and Safety</b>			
AREA	AIM	FOCUS	IMPACT
<b>Finance, Premises and Safety</b>	To ensure financial stability and sustainability, to develop creative means of increasing income and utilise our new building work to develop links within the community.	<p>To manage the new build project</p> <p>To ensure a balanced budget for the next 3 years</p> <p>To sustain and improve upon our income streams.</p>	<p>To be financially sustainable for the next three years.</p> <p>To increase our carry forward through our income channels.</p>

Area	Action Point	Staff	Time	Impact
To manage the new build project	<p>To maximise the benefit of all new and current facilities in order to support high quality teaching and learning.</p> <p>To develop, market and increase our current lettings provision, particularly in relation to the new sports hall.</p> <p>To explore the use of a lettings company to maximise out of hours income from improved/ new facilities.</p>	<p>AWE/EBE/FRO</p> <p>AWE/EBE/FRO</p> <p>AWE/EBE/FRO</p>	Sept 19- Oct 20	<p>All facilities adequately and appropriately resourced for high quality teaching and learning</p> <p>Sports Hall appropriately equipped and utilised during and beyond the school day.</p>
To ensure a balanced budget for the next 3 years	<p>To ensure a balanced budget for the next 3 years.</p> <p>To meet or exceed the budget targets agreed by Pay Committee Governors in June 2019.</p> <p>EBE/FRO and AWE to reflect on the staffing model tying in with curriculum plans for the next three years and ensuring financial capacity.</p> <p>EBE/FRO and AWE to distribute part of the budget to departments in order to manage their curriculums effectively.</p>	<p>AWE/EBE/FRO</p> <p>AWE/EBE/FRO</p> <p>AWE/EBE/FRO</p> <p>AWE/EBE/FRO</p>	Sept 19- Oct 20	<p>Balanced budget 2019/20 and throughout financial years 2020/21 &amp; 2021/22</p> <p>Financial Curriculum costing analysis undertaken by BMgr via ASCL training and shared with SLT</p>

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	To provide sufficient financial information to further to enable collective responsibility for middle/senior leaders to our budget outlook.	AWE/EBE/FRO		Further financial training provided to middle/senior leaders by BMgr.
To sustain and improve upon our income streams, involving further collaboration with the community.	To sustain our work on transition from Years 6-7 to ensure our PAN increase (in terms of 240 preferences) is achieved in Oct 2020.	AWE/EBE/FRO/SPO	Sept 19- Oct 20	Sustain and enhance existing transition activities and opportunities to market the school to parental community within local primaries.
	To evaluate and amend our marketing strategy to ensure our PAN increase (in terms of 240 preferences) is achieved in Oct 2020.	AWE/EBE/FRO		
	To extend and enhance our work with the local community so our school becomes a central well resourced hub.	AWE/EBE/FRO		
	To further develop, sustain and improve upon different streams of income through collaborative work.	AWE/EBE/FRO		
	To develop our work with Homestay International and other international agencies.	AWE/EBE/FRO		
	To work with the Friends of Willingdon Community School to develop additional income of our Friends of WCS support the work of the Friends to ensure their sustainability.	AWE/EBE/FRO		
	To liaise with our primary schools who will buy in additional hours of specialist subject support.	AWE/EBE/FRO/SPO		
	To ensure that the primary schools have 'value for money'.	AWE/EBE/FRO		
				Enabling middle and senior leaders to work with other schools through collaborative hubs, resulting in both CPD and financial opportunities.
				Sustained levels of Homestay students and resulting income levels
				New members of Friends ensuring sustainability of the work of the group and continued income streams.
				Sustain and increase levels of teaching in primaries offering both further transition and income opportunities.