

OVERVIEW OF SCHOOL IMPROVEMENT PLAN 2018 -2019

AREA	AIM	FOCUS	IMPACT
<p>Our Ethos Developing Personal Excellence</p> <p>Governor- CH</p> <p>Link staff – FR,SP and AB</p>	<p>All Governors, staff, students, parents, carers will play an active role in living and promoting our school’s ethos.</p>	<p>To develop our parental engagement programme and increase our work with the Friends of Willingdon School.</p> <p>To increase our extra-curricular offer to ensure every student has access to developing their cultural capital.</p> <p>To increase our collaborative work with the community to provide greater opportunities for our children e.g. work with Eastbourne School’s partnership</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>
AREA	AIM	FOCUS	IMPACT
<p>Achievement for all</p> <p>Link staff- EB,FR, NTS, AW and JC</p>	<p>To secure a progress 8 score in line with or above the national average. Av Att 8 >= 5.6 Grade 4 basics = 86% Grade 5 basics = 70% Ebacc = 22%</p>	<p>Consolidate validity and security of standards.</p> <p>To close the gap between English and Maths performance at Grade 4 and 5. Maths needs to improve by 16% at Grade 4 and 19% at Grade 5 to be in line with English.</p> <p>Certain option subjects will need to significantly improve performance for example History.</p> <p>To increase consistency of middle managers and ensure their action plans are fully implemented in order to QA</p>	<p>Progress 8 score is in line with national average or above.</p> <p>All students make progress irrespective of ability or background.</p> <p>There is no gap between gender in performance.</p> <p>Pupil Premium student performance is in line with non-Pupil Premium performance.</p>

		effectively and hold their teams to account. To develop the motivational group work with Years 10 and 11. To continue to work of the Accelerated progress Coaches and the Learning Support Professionals to help vulnerable groups achieve.	SEND students achieve as highly as non-SEND students.
AREA	AIM	FOCUS	IMPACT
Teaching and Learning Link staff – FR, SP and CD	No teacher left behind...no learner left behind. Create a world class education with students as the future 'game changers'.	To develop a coaching culture to support the development of all practitioners. To offer rich CPD to all staff from Outstanding Teaching Programme to Aspiring Middle and Senior Leadership programmes. To consolidate the ABCDL mantra so all staff consistency focus on all areas.	60% of lessons are outstanding 100% of lessons are good or above Through lesson observations, QA audits and walkthroughs, the effective implementation of ABCDL is evidenced.
AREA	AIM	FOCUS	IMPACT
Behaviour, Attendance and Safeguarding Link staff – NTS, AW, LG, CJ	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 develop the workings of the safeguarding team to ensure consistency of approach in safeguarding all children. To develop an open culture towards 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.
AREA	AIM	FOCUS	IMPACT
Leadership and Management	To review and develop the curriculum, staffing structure and leadership opportunities to ensure	To review our curriculum offer To develop our alternative curriculum	Attendance increases because students access the curriculum better Behaviour improves and on calls decrease to 5 a day as students engage more with the curriculum.

Link staff – EB and FR	broad and balanced experiences for learners maximising outcomes in current accountability measures.	To create a more bespoke curriculum for our most disaffected students who struggle in mainstream education. To develop the aspiring senior leaders in order to succession plan effectively at all levels.	
AREA	AIM	FOCUS	IMPACT
Finances, Premises and Safety Link staff – EB and AJW	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.	To manage the new build project To ensure a balanced budget for the next 3 years To sustain and improve upon our income streams.	To be financially sustainable for the next three years. To increase our carry forward through our income channels.

Section 1 – Our Ethos; Developing Personal Excellence

AREA	AIM	FOCUS	IMPACT
Our Ethos Developing Personal Excellence	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 develop our parental engagement programme and increase our work with the Friends of Willingdon School.</p> <p>To increase our collaborative work with the community to provide greater opportunities for our children e.g. work with Eastbourne School's partnership.</p> <p>Use assemblies to promote values and students' understanding of the work beyond Willingdon.</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>

Area	Action Point	Staff	Time	Impact
To increase our extra-curricular offer to ensure every student has access to	<ul style="list-style-type: none"> Audit provision of enrichment activities. Make enrichment part of DOPs to ensure each department is offering an activity, beyond, intervention – catch up, every term. 	AJB	Term 1	All departments offer an enrichment activity. Termly retention of 80% attendance of all clubs.
	<ul style="list-style-type: none"> Run a programme for PP / vulnerable students to support development of cultural capital, such as a boys' cooking club. 	AJB	Term 2	50% of PP / vulnerable students received targeted enrichment

developing their cultural capital.				and development of cultural capital.
	<ul style="list-style-type: none"> • Create opportunities for family enrichment events, such as sport, literacy, food. 	AJB	Term 2	Families attend events and become advocates for the school and promote in the local community.
	<ul style="list-style-type: none"> • Map a range of trips and cultural events in the school calendar at the start of the academic year. 	SP	Term 1	A range of events of offered throughout the year for every year group.
	<ul style="list-style-type: none"> • Ensure a range of events / trips in activity day, term 6. 	SP	Term 3	Increased attendance of activity day.
To develop students' pride in the school and its environment.	<ul style="list-style-type: none"> • Introduction of new school uniform. 	SLT	Term 1	Student voice indicates students pride in uniform.
	<ul style="list-style-type: none"> • Relaunch of House System, including calendared meetings for staff and house assemblies. 	SPE/ SPO	Term 1	Student voice indicates a feeling of belonging to a community.
	<ul style="list-style-type: none"> • Increased inter house competitions. 	SPE	Term 1	
	<ul style="list-style-type: none"> • New feature walls around the school. 	PS	Term 1	Student voice indicates the school is a welcoming environment.
To develop the promotion of personal excellence in lessons.	<ul style="list-style-type: none"> • Audit amount of rewards issued in lessons. • Continued promotion of the school rewards system so more students receive points. 			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	<ul style="list-style-type: none"> • Increased 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. SLT will follow up on concerns raised 	AJB	Term 1	Reduction in parental complaints. Improved parental response on school issues.
	<ul style="list-style-type: none"> • Continue termly parent forum meetings on key vision, including building work and on-going whole school priorities. 	AJB/ SP/ EJB	Term 1	Improved parental understanding and engagement and a greater participation of parents at school events.

of Willingdon School.	<ul style="list-style-type: none"> Establish parental engagement sessions throughout the year. Evaluation of the impact of Contact school news-letter and work with parents to create a document which is fit for purpose. Host social events to enable parents to engage with the school and be able to communicate effectively. Use social media to engage with parent body. 	AJB/ SP	Term 2	Increased attendance at parent social events. Increased readership of the school website evidenced by systems analysis.
	<ul style="list-style-type: none"> Work closely with Friends of Willingdon to create a programme of activities to attract new parents to attend and fund raise. Develop a plan of how to maximise our advertising to attract parents and raise awareness of the Friends throughout the community, such as through twitter, website and feeder schools. 	AJB	Term 1	Increased attendance at Friends events.
To increase our collaborative work with the community to provide greater opportunities for our children e.g. work with Eastbourne School's partnership.	<ul style="list-style-type: none"> Provide newsletters for the local community regarding school building work and offer opportunities to come and visit the site after hours. 	AJB	Term 2	Minimal complaints from the local community regarding building work.
	<ul style="list-style-type: none"> Continue to work closely with organisations such as The Rotary Club, St Wilfred's Hospice, Homestay and Student Ambassadors, in order to promote community links. 	All relevant staff	On going	75% of the student body are involved in community projects.
	<ul style="list-style-type: none"> Use assemblies and PSHE programme to host visiting speakers and promote students' cultural capital and empathy with the community. 	SP/ DL	On going	A range of visiting speakers attend the school and student voice indicates they were successful in promoting their message.

Section 2 – Achievement for All

AREA	AIM	FOCUS	IMPACT
Achievement for all	<p>To secure a progress 8 score in line with or above the national average.</p> <p>Reach an average A8 grade of 5.4 overall. (FFT5 estimate)</p> <p>Reach a Grade 4 basics match of 78% and a Grade 5 basics match of 56%. (FFT5 prediction)</p> <p>Reach an average A8 grade of 5.2 in the Ebacc. (FFT5 prediction)</p>	<p>Consolidate validity and security of standards.</p> <p>To increase consistency of middle managers and ensure their action plans are fully implemented in order to QA effectively and hold their teams to account.</p> <p>To develop the motivational group work with Years 10 and 11. To continue to work of the Accelerated progress Coaches and the Learning Support Professionals to help vulnerable groups achieve.</p>	<p>Progress 8 score is in line with national average or above.</p> <p>All students make progress irrespective of ability or background.</p> <p>There is no gap between gender in performance.</p> <p>Pupil Premium student performance is in line with non-Pupil Premium performance.</p> <p>SEND students achieve as highly as non-SEND students.</p>

Vulnerable learners				
Area	Action Point	Staff	Time	Impact
<p>To secure a Progress 8 score in line with or above the national average.</p> <p>Ave A8 >= 5.4</p> <p>Grade 4 basics = 78%</p> <p>Grade 5 basics = 56%</p> <p>Ave A8 = 5.2 in the EBacc</p>	<p>Maths outcomes improve in line with English to secure Basics match at grades 4 and 5.</p>	FR and SB AW and JPC	September 2018 – May 2019	<p>Maths data improves to above 84% grade 4 and above (FFT5)</p> <p>78% grade 5 and above (FFT5)</p> <p>(Please note FFT 20 78% at 4+ and 55% at 5+)</p>
	<p>Identify issues in maths through Review point 1 and commit to actions in the Departmental Operational Plan (DOP) 2018 - 19. Use PIXL approach to monitor department planning and T and L.</p>	EB/FR/SB	September 2018.	
	<p>Secure external expert (Barton) to lead CPD with maths team.</p>	EJB/ FR/SB	December 2018	<p>Raise attainment in maths – 95% students achieve or exceed indicator grades</p>

	<p>JPC to lead a fortnightly Maths/ English focus group to monitor outcomes in year 11 in both subjects and in cross over.</p> <p>External maths review, visits to local maths departments and active use of PIXL approaches such as the Wave planned and embedded.</p> <p>English sustain high performance of 2018 in Language and improve outcomes in Literature by using external expert (Mr Brough) to motivate students in English Literature and to target high prior attainers. Reintroduce Away Day for those not achieving grade 5 in English.</p> <p>Progress breakfasts used throughout the year to monitor outcomes in Basics and to ensure actions are focused on any shortfalls.</p>	<p>FR/JPC/ SB</p> <p>FR/SB</p> <p>FR/ JPC/ EW</p> <p>EJB/FR/JPC</p>	<p>Sept 2018 – May 2019</p> <p>September/ October 2018</p> <p>January 2019</p> <p>September 2018 – May 2019</p>	<p>Basics match in line with FFT5 predictions</p> <p>English literature outcomes improve by 5%</p> <p>Higher prior attainment students improve outcomes by 5%</p> <p>Basic match target Wildly Important Goal (WIG) is met or exceeded</p>
<p>Consolidate validity and security of standards.</p>	<p>Internal QA quality of assessment and moderation in Review point 3.</p> <p>Through joint moderation and employing expertise of outside agencies, validate standards in history, maths, science and music.</p> <p>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.</p>	<p>FR, AW and SLT line managers</p> <p>FR and SLT line managers for these subjects</p> <p>FR/DoLs</p>	<p>January 2019</p> <p>September 2018 – December 2018</p>	<p>Predictions are accurate and assessments on a par with national expectations for each grade</p> <p>Progress 8 score is in line with FFT5.</p> <p>All students make progress irrespective of ability or background.</p>

	<p>To develop the motivational group work with Years 10 and 11.</p> <p>To continue the work of the Accelerated Progress Coaches (APCs) and the Learning Support Professionals (LSPs) to help vulnerable groups achieve.</p>	<p>FR/NTS/LG</p> <p>FR/NTS/ SP</p>	<p>September 2018 onwards</p> <p>September 2018 – May 2019</p>	<p>SEND students achieve as highly as non-SEND students.</p> <p>There is no gender gap in performance. Pupil Premium student performance is in line with non-Pupil Premium performance.</p>
<p>To increase consistency of middle leaders and ensure their action plans are fully implemented in order to QA effectively and hold their teams to account.</p>	<p>SLT revisit quality standards for middle leaders to clarify expectations for team leadership, developing others and holding them to account. Create a Middle Leader Tool Kit.</p> <p>Pair DoLs to model best leadership practice allocating 1 joint meeting a term: English with maths D and T/ ICT with science Humanities with MfL MArts with PE</p> <p>Term 1: Differentiation and challenge Term2: PLCs Term 3: Dept vision Term 4: PP/SEND Term 5: Term 6:</p>	<p>FR/ EJB</p> <p>FR SLT line managers</p>	<p>Linked to PMR, September 2018, February 2019</p> <p>September 2018 – June 2019</p>	<p>Increased consistency across all subject areas.</p> <p>Improved outcomes in all subject areas in line with FFT5.</p> <p>80% of staff are judged to be outstanding practitioners in PMR.</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: Coaching offered to DoLs first working in triads or pairs. Cascade to next level of leaders (including LSPs) and finally to the whole staff group. Used as a tool to focus on improving T and L for all.</p>	FR/CD	September 2018 December 2018 and March 2019.	60% of lessons are outstanding 100% of lessons are good or above Through lesson observations, QA audits and walkthroughs, the effective implementation of ABCDL is evidenced.
	<p>To offer rich CPD to all staff from Outstanding Teaching Programme to Aspiring Middle and Senior Leadership programmes: Recruit next wave of aspiring leaders and those aspiring to becoming outstanding practitioners in the classroom. Update programmes to reflect current developments in education, T and L and leadership.</p>	FR/CD + Associate members of SLT	September 2018 – July 2019	Staff voice demonstrates that 100% of staff feel invested in and have opportunities to progress. High retention and recruitment rates of staff and all vacancies filled. 90% of staff who access leadership programmes are able to secure promotions within 2 years.
	<p>To consolidate the ABCDL mantra so all staff consistency focus on all areas: a more bespoke and focused CPD offer which is aligned to whole school priorities. Extension of the Durrington Research offer to reach a wider number of staff who will be required to cascade their learning through CPD.</p>	FR and DoLs	September 2018 onwards	Governors` QA visits demonstrate that 80% of teaching is very good or outstanding and that the ABCDL mantra can be evidenced in visits to classrooms.
	<p>Lesson observations will not be graded in order to develop a more transparent and reflective culture which encourages staff to take risks and explore / share successful approaches.</p>	EB/FR	October 2018, February 2019, June 2019	80% of teaching will be very good or outstanding based on SLT judgements (staff will not receive judgements).

	Retain a sharp focus on history, science, maths and music through learning walks. Monitor involvement in appropriate CPD of all staff in these teams. Line management meetings to focus on quality of teaching and involve regular visits to lessons.	FR/ SLT	September 2018 onwards	Outcomes will improve in each of these subjects. PMR /FFT5 targets will be met by each teacher of year 11 in these subjects.
	<p>Launch of tier 3 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>SPO</p> <p>SPO</p> <p>SPO</p> <p>SPO</p>	September onwards	100% of staff are teaching vocabulary, evidenced through lesson observations and literacy walk throughs.

Section 3 – Teaching and Learning

AREA	AIM	FOCUS	IMPACT
Teaching and Learning	No teacher left behind...no learner left behind. Create a world class education with students as the future 'game changers'.	To develop a coaching culture to support the development of all practitioners. To offer rich CPD to all staff from Outstanding Teaching Programme to Aspiring Middle and Senior Leadership programmes. To consolidate the ABCDL mantra so all staff consistency focus on all areas.	60% of lessons are outstanding 100% of lessons are good or above Through lesson observations, QA audits and walkthroughs, the effective implementation of ABCDL is evidenced.

Area	Action Point	Staff	Time	Impact
No teacher left behind...no learner left behind. Create a world class education with students as the future 'game changers'.	To develop a coaching culture to support the development of all practitioners: Coaching offered to DoLs first working in triads or pairs. Cascade to next level of leaders (including LSPs) and finally to the whole staff group. Used as a tool to focus on improving T and L for all.	FR/CD	September 2018 January May	60% of lessons are outstanding 100% of lessons are good or above Through lesson observations, QA audits and walkthroughs, the effective implementation of ABCDL is evidenced.
	To offer rich CPD to all staff from Outstanding Teaching Programme to Aspiring Middle and Senior Leadership programmes: Recruit next wave of aspiring leaders and those aspiring to becoming outstanding practitioners in the classroom. Update programmes to reflect current developments in education, T and L and leadership.	FR/CD + Associate members of SLT	September – July	
	To consolidate the ABCDL mantra so all staff consistency focus on all areas: a more	FR	September onwards	

	<p>bespoke and focused CPD offer which is aligned to whole school priorities. Extension of the Durrington Research offer to reach a wider number of staff who will be required to cascade their learning through CPD.</p> <p>Lesson observations will not be graded in order to develop a more transparent and reflective culture which encourages staff to take risks and explore / share successful approaches.</p> <p>Retain a sharp focus on history, science, maths and music through learning walks. Monitor involvement in appropriate CPD of all staff in these teams. Line management meetings to focus on quality of teaching and involve regular visits to lessons.</p> <p>Launch of tier 3 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>EB/ FR</p> <p>FR/ SLT</p> <p>SPO</p> <p>SPO</p> <p>SPO</p> <p>SPO</p>	<p>October</p> <p>September onwards</p>	<p>100% of staff are teaching vocabulary, evidenced through lesson observations and literacy walk throughs.</p>
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Section 4 – Behaviour, Attendance and Safeguarding

AREA	AIM	FOCUS	IMPACT
Behaviour, Attendance and Safeguarding	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 develop the workings of the safeguarding team to ensure consistency of approach in safeguarding all children. To develop an open culture towards 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.

Attendance				
Area	Action Point	Staff	Time	Impact
To reinforce the strategies within attendance policy of 2018.	Achieve whole school responsibility for attendance; to include Tutors, Pastoral Support Assistant (PSA), Director of Student Progress (DOSPs), Director of Learning (DOLs) and Senior Leadership team(SLT).	Tutors DOSPs, PSAs, SLT, AO	Ongoing	Attendance will be in line with national average-95
Improve overall attendance to 95%.	Attendance Officer (AO) to meet 2 weekly with DOSP and SLT to analyse attendance and implement the stages of the Attendance Policy. DOSPs to ensure each stage is effectively managed and use the Ready Reckoner for specific target setting. NTS and EJB to feedback on daily attendance setting specific targets: Year 7-9 at 98%, Year 10 at 95% and Year 11 at 96%	DOSPs, SLT, AO	Ongoing	Daily attendance to remain around 96%
Improve the attendance of all students	Use Accelerated Progress Coaches (APCs) to address Pupil Premium (PP) attendance as part of their intervention, forming relationships with parents and carry out Attendance Support Plans (ASPs) as required. All APC caseload will have	APCs, AO	October onwards	Reduce the gap of PP attendance from -5.71 to 0 and the percentage PA

Behaviour				
Area	Action Point	Staff	Time	Impact
To fully embed the nurture school ethos.	SLT to lead on each of the 6 principles of Nurture, provide further training for staff and set up Nurture group. X2 members of staff carry out Nurture School training. Students to have Boxall profile to assess their emotional needs. On training and subject support for Nurture school. Behaviour system designed with Restorative Justice (RJ) to support Nurture School ethos.	AF/ARCCH/ DOSPs	September	Improved understanding of student's emotional state and improved targeted intervention to meet their developmental needs. Improved attendance of all student engaged in the Nurture group and No Fixed term exclusions (FTEs)
Classroom consistency in behaviour	Introduce consistent classroom expectations to avoid defensive style teaching and re-brand key areas of behaviour management to include The Hub and The ARCCH. Promote the most effective teaching styles for excellent classroom behaviours and use staff as buddies to support the improvement of those teachers RI/Good, focussing on boys. Teachers to take responsibility of low level of classroom behaviours. To include phone calls and tracking of this through sims. Introduce tracking of daily behaviour systems to ensure consistent sanction across all year groups. Improve the quality of RJ (Restorative Justice) by DOLs to ensure teaching staff feel supported dealing with behaviours which lead to students exiting the learning environment. Student, teacher, parent and Governor voice on behaviour systems,	Teaching staff DOLs DOSPs PSAs SLT NTS DOLs/DOSPs	Septemeber Daily Ongoinf	Reduced interptions to learning and no complaints regarding learning being disrupted. Improved quality of behaviour data available on sims Reduced the number of students with Removes by 50% in Terms 4,5,6 once the system is fully used and understood by students.
	Rigorous system for tracking and monitoring of Isolations (Reflection Room), on calls (learning walks requested) and exclusions. Research and implement best systems for Detentions and communication with parents to include class charts and Edulink.	NTS		Reduced FTE by 60% No permanent exclusions.

<p>Reducing FTEs</p>	<p>Rebrand and remodel inclusion to have restorative approach, alternative curriculum and engage students in their learning environment.</p> <p>DOLS to monitor behaviour log and support teachers where there are increasing numbers of classroom sanctions.</p> <p>Produce a HOT Spot timetable for learning walks.</p> <p>Behaviour policy to shift towards an engagement policy. Rigorous and consistent use of current behaviour system whilst using collaborative work with partner schools to investigate a positive ethos towards behaviour.</p> <p>Use of rewards system.</p> <p>Metacognitions – research support available and streamline those receiving in school support from outside agencies. Staff, student and parent voice/Mindfulness and mental health support. Every member of staff being trained in Mental health First Aid</p> <p>Communication improved and parents informed of behaviour systems. Personal excellence further embedded into pastoral and curriculum systems, assemblies</p>	<p>Teaching staff</p> <p>NTS/DOLS</p> <p>NTS/DOSPs</p> <p>NTS/EJB governors</p> <p>CJ/NTS</p> <p>NTS/EJ</p> <p>NTS/AJB All staff</p> <p>DOSPs/DOLs</p>	<p>September</p> <p>Term 2/3</p> <p>Term 1/2 onwards</p> <p>Term 3</p> <p>Ongoing</p>	<p>Reduced detentions and all students attending detentions.</p> <p>No students unable to not attend due to behaviour issues.</p> <p>Reduced number of SLT detentions</p> <p>Reduced the number of students in Reflection,</p> <p>Reduce behaviour log Improved aspirations Improved engagement</p> <p>No parent complaints regarding classroom behaviours.</p>
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Safeguarding				
Area	Action Point	Staff	Time	Impact
To develop the workings of the safeguarding team to ensure consistency of approach in safeguarding all children.	Review and refine all processes involved in the recording of safeguarding incidents meaning that safeguarding is deemed to be effective.	AWA/LCU	Term 2	Safeguarding in the school will be judged as effective and robust.
	Ensure that all existing records are summarised and put onto My Concern.	AWA/LCU	Term 1	
	Continue to work through My Concern to ensure that cases are filed where appropriate and that all tasks are completed in a timely fashion.	AWA/LCU	Ongoing	There is a highly trained team of staff to provide safeguarding coverage across the school.
	Grow the safeguarding team so that quality control is effective in ensuring the safety of students.	LG/JB/FR/AF/EB/TC	Term 2	Staff have a high awareness of safeguarding and know how to follow all procedures and can recognise signs of concern.
To develop an open culture towards safeguarding	Consistently hold safeguarding meetings with a set agenda so that meetings progress effectively including: student review / risk assessments/ SoRs/ referrals/ training	AWA/LCU/CJO	Ongoing	Students are clear about how to keep themselves safe.
	Establish the triangulation spreadsheet which are owned by the safeguarding link for each year group which effectively tracks the Concerns/ behaviour/ attendance and medical incidences to ensure a whole picture is maintained of each vulnerable child.	AW	Monthly review	
To embed the KCSiE September 2018 update	Ensure that this triangulation document is on each line management agenda of these 5 key individuals (safeguarding link for each year group).	CJ/LG/LC/AW/TC	Monthly review	Evidenced by audit visit in November and by Governor QA visits.
	Ensure that designated teachers for various vulnerable groups such as LACS, PLACS and SEND are aware of these groups' particular vulnerabilities by accessing the specific training for safeguarding for these roles.	AWA/DTI	Term 1	Able to evidence that all the action points have been reached from the May audit.
	To continue to engage in the various safeguarding groups and sessions	AWA/LCU	Ongoing	

	To continue to review the safeguarding audit document and ensure that all areas currently red/ amber are completed and the effectiveness of this reviewed by October half term.	AWA/EJB	Term 1	
	Continue to promote the use of My Concern and shared groups on the system. Ensure that all staff feel comfortable with aspects of safeguarding through regular drip feeding of safeguarding matters.	AWA	Ongoing	
	Use ESCC to launch the main training for Safeguarding in September.	VRO	Term 1	
	Encourage staff to follow up on their reporting to act as a further check that concerns have been actioned.	AWA/CJO/ LCU	Ongoing	
	Introduce a safeguarding team board in the main reception area.	PSM	Term 1	
	Investigate the online training modules in use in other local schools to see if they are an effective use of CPD time for staff.	AWA	Term 2	
	Use the local documents feature on My Concern to ensure that all have read the latest guidance.	AWA/EJB	Term 1	
	Update the suite of safeguarding policies to reflect the changes in KCSiE 2018 and also the 'Working Together to Safeguard Children' guidance.	AWA	Ongoing CP policy Term 1	
	Complete staff voice each whole term so that 100% feel secure in the use of My Concern and how to report.	AWA		
	HT to QA DSL through line management meetings and in SLT meetings.	AWA/EJB		

Section 5 – Leadership and Management

AREA	AIM	FOCUS	IMPACT
Achievement for all	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 review our curriculum offer To develop our alternative curriculum To create a more bespoke curriculum for our most disaffected students who struggle in mainstream education. To develop the aspiring senior leaders in order to succession plan effectively at all levels.	Attendance increases because students access the curriculum better Behaviour improves and on calls decrease to 5 a day as students engage more with the curriculum.

Area	Action Point	Staff	Time	Impact
Curriculum	DOLs analysis to ensure curriculum is fit for purpose for our children.	SLT line managers to ensure DOLs have done this.	September 2018	Curriculum is fit for purpose leading to less lower level disruption in lessons. Evidenced by a decrease in SIMs behaviour points.
	EB to meet with DOL and line manager where there was underperformance. Student and staff voice on future options process	AW/EB	October 2018	Students engaged in the process leading to 100% support of the options process. No complaints logged with EB/Governing body.

	<p>Conduct a KS4 current student voice to establish the success of subjects currently offered and feedback to subject leaders. Redesign of the options booklet</p>	<p>AW AW/EB/PS</p>	<p>October – December 2018</p>	<p>Attendance reaching national average as students having a voice about their future studies.</p>
	<p>Consideration and discussion with governing body on the 3 year GCSE model. Consideration of mass early entry GCSE.</p>	<p>EB/SLT/Governors</p>	<p>October 2018</p>	<p>Ensure our students have the best possible chances at their GCSEs. Proven by remaining above national average in every national measure.</p>
	<p>Conduct KS3 curriculum review student voice and share findings at T&L. Aim to conduct this at several points in the year so that progress or otherwise can be measured.</p>	<p>AW</p>		
	<p>Staffing structure to meet the demands of the options process</p>	<p>AW/EJB</p>	<p>February 2019</p>	<p>This will ensure we have the best suited staff to teach the subjects requested by the students. We will have a chance to recruit new staff where needed to ensure we can run the options chosen by the students.</p>
	<p>Review the expansion of languages into a balanced Spanish/French curriculum.</p>	<p>EB/FR/AW</p>	<p>Jan 2019</p>	<p>Monitor to ensure fewer lessons are not detrimental to learning.</p>
		<p>EB/FR/AW</p>		

	<p>Monitor maths results at KS3 in light of the curriculum changes this year.</p> <p>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.</p>	Dols	<p>On going</p> <p>On going</p>	
Alternative curriculum	<p>Review of the alternative curriculum by external review team</p> <p>Redesign of the vision of the room to create bespoke programme for the different learners we serve. Regular reviews throughout terms 1 and 2</p> <p>To develop links with alternative curriculum providers to give our students varied opportunities moving forward.</p> <p>To implement and develop our PSHE model to ensure students are kept fully abreast with key issues that affect them in society today.</p>	<p>AW/EB/NTS</p> <p>EB/AW/NTS</p> <p>AW/NTS</p> <p>DL/AW</p>	<p>December 2018</p> <p>September –December 2018</p> <p>September –December 2018</p> <p>September 2018 ongoing</p>	<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 and a reduction in reduced part timetables. 75% or higher.</p> <p>Increased engagement of these harder to reach students. 75% attendance or higher.</p> <p>Attendance reaching national average as students feel safer and happier. Students in Year 11 all moving on to FE. No NEETs.</p>
Talent Management	Continue to develop our CPD bespoke offers for staff at varying levels of their careers. Organise an aspiring middle and senior	EB/FR/CD	September –July 2019	To retain our outstanding practitioners. Allowing staff who have been ‘stuck’ the

	<p>leader's programme again. Develop an outstanding practitioner programme.</p> <p>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.</p> <p>ESP links EIP provision Teaching schools Wider collaborative links</p>	EB/FR	September 2018-July 2019	<p>opportunities to develop their CVs and apply outside for promotion.</p> <p>To increase the percentage of outstanding practitioners- 80% being outstanding and 100% being good or better. To subsequently ensure outstanding outcomes and to ensure we are above county and national measures.</p>
Parent communication	<p>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.</p>	AB/SP/EB	September-July 2019	To increase parental involvement- 90% or above at every parents' evening.
Governors	<p>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.</p>	EB	September-July 2019	<p>To sustain our OFSTED judgment of leadership and management and move towards outstanding by the next OFSTED.</p> <p>Governors to be able to hold all of leadership to account for their areas of responsibility.</p>
Staffing Structure	<p>In light of expansion in 2020, to work on ensuring we have a fully staffed body to cope with the increase of 40 in PAN.</p> <p>To ensure we have the relevant classroom space for the increase in PAN from 2020</p>	<p>EB, AJW and Governors Pay Committee</p> <p>EB/AJW/AW</p>	<p>November 2018-May 2019</p> <p>Jan-May 2019</p>	<p>To ensure the school is fully staffed in September 2019 and prepared for the increase of PAN. To sustain our T and L record of Good or above quality of practitioners.</p>

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Section 6 – Finance, Premises and Safety

AREA	AIM	FOCUS	IMPACT
Finance, Premises and Safety	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 ensure financial stability and sustainability, to develop creative means of increasing income and utilise our new building work to develop links	To manage the new build project to ensure we keep to the timescales in order to increase pan in September 2020.	AJW/EJB	Sept 18- July 2020	The school increases in size to support the development of the local area.
	To meet weekly with the site manager of the project to ensure health and safety as well as safeguarding regulations are adhered to.	AJW/EJB	Throughout the span of the project –Sept 2018- July 2020	All children, staff and visitors kept safe throughout the lifetime of the building works evidenced by no records of incidences in our site meetings or in the accident book.
		AJW/EJB		

within the community.	To manage expectations of the project and communicate to all stakeholders with the progress of the build.		Throughout the build project	To ensure all stakeholders remain supportive of the build evidenced by minimal complaints.
	To maximise the benefit of all new and current facilities in order to support high quality teaching and learning.	AJW/EJB/FR	September 2018-July 2019	100% teachers Good or Outstanding.
	To sustain our work on transition from Years 6-7 to ensure our PAN increase is met in 2020.	AJW/EJB/SP	September 2018	Evidenced by 1 st and 2 nd school choices.
	To evaluate and amend our marketing strategy to ensure our PAN increase is met in 2020.	AJW/EJB/SP	July 2018-October 2020	The school remains financially stable as we reach PAN.
	To extend and enhance our work with the local community so our school becomes central hub for the community. We will look to increase our work with the Rotary Club, local primary feeders and other organisations involved in supporting the school or working locally.	AJW/EJB	July 2019	Great financial revenue for the school. Greater collaborative links with our community.
	To meet or exceed or financial targets determined by the pay committee in June 2018.	AJW/EJB	Sept 2018-July 2019	A balanced budget retained for three years.
	EB and AJW meet fortnightly to discuss financial targets and address in year variations.	AJW/EJB	Fortnightly from September 2018-July 2019	All financial targets set by the governing body are met or exceeded.
		AJW/EJB		

	<p>EB and AJW to meet pay committee from the governors and to present the Years 1-3 balance.</p>	AJW/EJB	Sept- July 2019	Governors can evidence holding management to account by meeting regularly to look at targets.
	<p>EB and AJW to evaluate the staffing model to meet the demands of the curriculum for the next three years, ensuring financial capacity.</p>	AJW/EJB	January 2019-May 2019	A broad and balanced curriculum is sustained ensuring exceptional teaching and learning.
	<p>EB and AJW to build the financial model for 2019 and 3 year projection.</p>	AJW/EJB	March 2019 –June 2019	The school remains financially sound for the next 3 years.
	<p>EB and AJW to track and monitor capitations to senior and middle leaders in order to manage the spend effectively.</p>	AJW/EJB	September 2018-July 2019	No department or area overspends this academic year.
	<p>To improve upon our income streams especially in light of the new build available.</p>	AJW/EJB/DL/AW	September –July 2019	Greater income achieved from the school. A greater range of companies/groups working with us to utilise our facilities.
	<p>To develop our work with Homestay International and other international agencies.</p>	AJW/EJB	Sept-July 2019	Greater income generated and last year’s amount exceeded.
	<p>To develop our marketing of the lettings facilities through social networking and our website.</p>	AJW/EJB		Greater range of groups using our facilities and an increase in bookings.

	<p>To work with the Friends of Willingdon Community School to develop additional income. To increase membership to the Friends, particularly from the new intake in order to preserve the group long term.</p> <p>To liaise with our primary schools who will buy in additional hours of specialist subject support.</p> <p>To ensure that the primary schools have 'value for money'.</p>	<p>AJW/EJB/AB/SP</p> <p>AJW/EJB</p> <p>AJW/EJB/SP</p>	<p>September –March 2019</p> <p>Sept- July 2019</p> <p>July 2019</p> <p>Sept- July 2019</p>	<p>Greater range of events organised by the friends, increased attendance to events and increase income raised.</p> <p>At least a day of teachers is sold to our primary feeders.</p> <p>Bookings made again in 2019-2020.</p>
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