Action Planned	Lead Person	Timescale	Resources (inc. £ where possible)	Performance Indicators (How to achieve the planned Action)	Success Criteria/ Impact on Learning 3 MILESTONES	Monitoring (inc. dates)	Governor Monitoring (inc. dates/ milestones)	Impact/Evaluation Blue = end term 1 Purple = end term 2 Green = end term 3 Red = end term 2 17/18 Orange = mid-year 2018/19 Brown = end term 3 18/19
1. To continue to develop and implement a culture of positive attitudes and tolerance together with a 'can do' approach.	RW DM SJO	On going	Visiting speakers Time to develop SOWs	• Train staff to develop awareness (use Growth Mindset materials by Carol Dweck. • Run breakout sessions for students. • Build in opportunities within SOWs to embed the principles of the CREATE curriculum. • Continue to develop the 'can do' ethos through enrichment activities and embed the link with the academic curriculum.	**Milestone 1 (Oct 16)** Build timetable and SOWs. Deliver staff training. **Milestone 2 (Feb 17)** Monitor provision. **Milestone 3 (July 17)** Review impact on learning. Evaluate and adjust delivery. **Milestone 4 (Dec 17)** Review the delivery of CREATE within the curriculum to ensure that it is being delivered every week. **Milestone 5 (Oct 18)** Review, develop and implement the SOW for CREATE/SMSC in light of the Ofsted report recommendations. **Milestone 6 (Feb 2019)** Revised SOWs in place and being delivered. Monitoring across all teachers evidence at least 'Good'. **Milestone 7 (June 2019)** Improved CREATE and SMSC curriculum is demonstrated by all monitoring at least 'Good' and that all students on work experience achieve positive reports, 100% success in destinations and school P8 and A8 results meet targets set.	SLT to review termly.	RW to feedback as part of HTs report and FGBs.	This needs to part of the planning proforma to ensure that it is explicit in the learning. Discuss with staff to build Learning Objective, Task, and escalating Success Criteria in all lessons alongside CREATE opportunities. Handshake clinic, mock interview day and CV workshop planned for September. Reduction in internal isolations and fixed term exclusions. Monitoring of SMSC where undertaken has been generally 'Good'. Pockets of areas to improve are addressed through CPD

2.	Develop the Bromcom central recording system accessible by all staff (appropriate levels of access) to closely monitor attendance, behaviour, recognition and welfare.	TLL/ RM	June 2017	Buy in RM (10 hrs, £250)	• Investigate the full range of facilities that BROMCOM has to offer in comparison with SIMS. • Set up marksheets to be populated by pastoral data. • Train staff to use Bromcom to record behaviour and reward information. • Train key staff to use the information held in Bromcom in order to analyse and track student pastoral data. • Regular reports produced for RW to monitor and respond.	**Milestone 1 (Nov 16))** Review Bromcom use and organise support/set up where necessary. **Milestone 2 (March 17)** Develop new marksheets to be populated with student data by all staff. Train staff. **Milestone 3 (July 17)** All required marksheets in place and being populated by all staff at pre-agreed times. Analysis of data in order to track students and respond accordingly. Measurable impact difficult to identify, but a more focused tracking of individual students will lead to improved confidence and self-esteem. This can be measured by a self-review system. **Milestone 4 (Dec 17)** Check/review Milestone 3 is complete. Roll over to Milestone 5 where necessary. **Milestone 5 (July 18)** Ensure system is set up for new academic year. **Milestone 6 (Feb 19)** All staff keep Bromcom fully up to date with pastoral information for RW to monitor. **Milestone 7 (June19)** Close monitoring has reduced to percentage of students with negative behaviours. Bear in mind that the cohort is much smaller and that each student has a higher percentage impact.	SLT to review termly.	RW to feedback as part of HTs report and FGBs.	Bromcom reviewed and needs identified. Expertise bought in to set up systems and also train staff where necessary. Staff now input data at key entry points. The impact is that students are closer tracked and interventions designed. Next step is to investigate the use of Bromcom to track behaviour. Consultancy booked for term 1 to set up and introduce. Due to achievement and tracking data has priority, the electronic recording of pastoral information has not been undertaken. This needs to be in place by Feb 18. Consultant regularly offers support in the use of Bromcom to develop our systems. Bromcom used to record sanctions and rewards. Contact with parents now also recorded on Bromcom. Use of Bromcom to track

								attendance patterns. Bromcom behaviours up to date by all teachers/tutors. RW regularly monitors and actions any Necessary responses.
3. Develop the personal coach mentoring model for all students so that it has a measureable impact on achievement.	RW DM	On going	Time	• Revisit the mentoring/learning coach model and review its impact. • Design and plan system. • CPD where necessary. • Identify and train staff. • Investigate how a more focused personal mentoring system will support students and enable improved attendance, improved engagement in lessons and improved take up with after school intervention/booster sessions. • Small last cohort enables each teacher to have a small pastoral tutor group of 15 students. • Provide training for each tutor to develop personal coaching and education support roles. • Tutors report back on necessary students on a weekly basis to all staff.	**Milestone 1 (Nov 16)** System designed. Relevant staff identified for training. **Milestone 2 (Mar 17)** Trial with high priority students. **Milestone 3 (July 17)** Vulnerable students have reduced the gap between attainment and flightpath targets. **Milestone 4 (Dec 17)** Ensure coaching timetable is in place, staff had received CPD where necessary. Identify students who require weekly times and those who require a less frequent meeting have one at least half termly. **Milestone 5 (July 18)** Small tutor group model (15) set up and staff receive any necessary training in order to facilitate this role effectively. **Milestone 6 (Feb 19)** Smaller tutor groups enable fast and effective response to personal needs of each student. Evidence of effective impact required. **Milestone 7 (June19)**	SLT to review termly.	RW to feedback as part of HTs report and FGBs.	All teachers now briefed to deliver personal coaching model for their subject. Attendance Officer monitors student welfare, with a focus on high needs students. Next step is to develop a personal mentor system for all students. Begun planning to liaise with PDBW team to analyse data and set up a structured system. Ensure it is in place by Dec 2017 and monitor the impact. New paperwork for Personal Coaching in place and coaching is regularly taking place during tutor times. "Special Tutors" coaching target groups in year 11 every Tuesday pm. Small tutor groups in place. Training provided during autumn term and also any necessary on-

								going training identified. Students do respond positively to smaller groups and those requiring specific pastoral support are quickly identified and supported.
4. To provide the highest attendance levels in the LA and match national for other pupils. Significantly improve group attendance (PP and SEND). Significantly reduce the number of PA students	RW DM GS	July 2017	Time	• Use Bromcom to track attendance weekly, especially persistent absentees. • Weekly tracking of Disadvantaged students and SEND students. • Produce regular tracking sheets with student's names and any relevant additional information for the tutor to enable effective follow up and support. • Identify vulnerable students (persistent absentees, school refusers and those previously tutored at home) and develop a close school pastoral relationship with the student and family. • Regular meetings with EWO. • SAM meetings schedules. • Return to school interview with students. • Ensure written evidence of absentee reasons. • Do not authorise holidays. • Detailed attendance reports produced by GST for tutors to use at parents evenings. • Weekly behaviour and attendance reports produced for RW to respond to. • Monthly meetings with EWO. • Close conversations/contact with parents of students with attendance below	**Milestone 1 (Dec 16)** Attendance improves to 93% Disadvantaged to 92.5% **Milestone 2 (Feb 17)** Attendance improves to 93.5% Disadvantaged to 93% **Milestone 3 (July 17)** Attendance improves to 94% Disadvantaged to 93.5%/94% **Milestone 4 (Dec 17)** Absentee rates for all groups including PA is not worse than the end of 16/17 bearing in mind autumn term illnesses. **Milestone 5 (April 18)** Absentee rates better than last year. On target to be at least 96%. **Milestone 5 (July 18)** New sharper system in place. See all performance indicators. **Milestone 6 (Feb 19)** Attendance to at least match IOW and ideally national for all groups. **Milestone 7 (June19)** Attendance to match national for all groups including PA,	SLT to review termly.	RW to feedback as part of HTs report and FGBs.	Attendance improving due to a much focused approach by the Attendance Officer. Attendance 93.8% Disadvantaged: 93.8% (to date March 17) Data support now provides weekly reports in order to monitor attendance. This drives to proactive nature of the attendance officer in order to improve attendance and meet the school target. Attendance 93.95%, no difference for Disadvantaged. SEN better. Next step is to set up a more effective tracking system and follow up procedure for Lates. Attendance now 94%. Target achieved. Continue close monitoring of attendance including all groups in order to achieve targets. Sharpen return to school meetings**.** Bromcom now being used

				95%. • Print and send attendance reports to include Lates for RW and then parent meetings.				to track and monitor attendance data more clearly. Attendance 7th December Overall 92.2% (Nat 94.6%) Boys 94.19% (Nat 94.7%) Girls 90.14% (Nat 94.6%) PP 91.16% (Nat 94.6%) FSM 89.93% (Nat 94.6%) SEND 94.51% (Nat 92.3%) PA 22% (Nat 13.5%) (Please note that the cohort of only 50 students means that 1 child off school has a significant effect on the school attendance figures.) *Analysis with 1 specific child removed due to pastoral issues.* *(Analysis with also unauthorised holidays during term 1 removed (4)*
5. To monitor closely and provide support where necessary to minimise persistent absenteeism.	GS	On going	Time	• See above. • Provide relevant pastoral support within the school. • Enhance tutor/student relationships where necessary. • Rigorous return to school meetings with students. • Regular discussions with parents. • Analyse and develop action plan of the PA students. Focus on the 5 out of 15 PA in year 11 during Autumn term 17/18 who were PA in 2016/17. • Then develop action plan	**Milestone 1 (Dec 16)** Percentage of persistent absenteeism (below 90%) improved by 25%. **Milestone 2 (Mar 17)** Percentage of persistent absenteeism (below 90%) improved by 50%. **Milestone 3 (July 17)** Percentage of persistent absenteeism (below 90%) improved by 75%. Milestone 4 (Dec 17) Monitor gender difference.	SLT to review termly.	RW to feedback as part of HTs report and FGBs.	Data system with weekly reports in place. This enables close scrutiny of all students allowing for fast reaction times and support systems in place for students with attendance below 90%. GS now develops close relationships with home, providing support. Persistent absenteeism is a more complex analysis.

				for others. • Quickly address PA in new year 10. Check on holidays.	**Milestone 5 (May18)** PA rates need to be better than National for all groups (10.3%) Eliminate gender difference apparent in 17/18. **Milestone 5 (July 18)** **Milestone 6 (Feb 19)** **Milestone 7 (June19)**			The trend is that out of 20 students who were below 90% end Dec, 12 had improved. 8 were still below 90% due to a range of legitimate circumstances. However, of the 12 who improved, they were replaced by a new 12. Therefore the overall bottom line has not improved but the school has made progress with over 60%. Significant improvement over 16. Still need to focus on repeat students from last year who still have poor attendance. Also, implement action plan in order to eliminate group difference and also get all PA to better than National. Bromcom now being used to track and monitor attendance data more clearly.
6. To ensure identified staff have appropriate safeguarding training and effective procedures are in place.	RW SJ	Feb 2017	Buy in relevant training	• Review safeguarding leads for the school. • Liaise with office staff/diary to ensure one is always on site. • Train identified staff when necessary. • Review safeguarding policy to ensure it is fit for purpose. • Regular training for all staff. • Updated training for 18/19 provided during term 1.	**Milestone 1 (Dec 16)** New safeguard lead identified, trained and in place. All staff have level 1 training. **Milestone 2 (Mar 17)** **Milestone 3 (July 17)** Additional safeguarding lead identified, trained and in place **Milestone 4 (Dec17)** External review, ensure all governors SG is up to date.	SLT to review termly.	RW to feedback as part of HTs report and FGBs.	SJ now leads safeguarding with GS as deputy. Training undertaken. All staff have level 1 training. Impact is that RW is freed up to undertaken more strategic work. Safeguarding issues now have a faster response time. Update safeguarding

				• Review and update safeguarding policy and practice. Publish and also provide necessary training. • Ensure all recording systems and access procedures are updated to meet statutory requirement and are in place.	**Milestone 5 (Sept 18)** Update Safeguarding policy, ratify and publish. Provide all necessary training to staff and governors by Oct 18. Recording procedures are reviewed, adjusted and in place. **Milestone 6 (Feb 19)** Monitor effectiveness and address any identified needs. **Milestone 7 (June19)**			training for all staff by October 2017. Monitoring visit by Steve Archer (safeguarding governor) to check effectiveness of procedures. RWH safeguarding training L3 refreshed. Safeguarding policy updated and published. Staff training implemented. Revised and updated recording systems in place. Governors updated and policy ratified.
7. To implement a system to inform students how to keep safe.	RW DM SJ GS	On going	Visiting speakers	• Design a SOW to ensure that there is a termly 'how to stay safe' learning activity (lesson, workshop, whole school day). • Mental health training (Nov). • Iris (alcohol and drugs) NHS). • Keeping safe on line (NHS) • Healthy sexual relationships (NHS) Nov). • Adult sexual health for school staff. • Healthy sexual relationships for students.	**Milestone 1 (Dec 16)** First session delivered. **Milestone 2 (Mar 17)** Second session delivered and positive evaluation from students. Any negative comments responded to. **Milestone 3 (July 17)** Third session delivered. Questionnaire/results indicate the vast majority (85%+) know how to stay safe. **Milestone 4 (Dec17)** Revised curriculum in place and being delivered. **Milestone 5 (July 18)** Plan all necessary training for next academic year. **Milestone 6 (Feb 19)** All training sessions for staff and students delivered. **Milestone 7 (June19)**	SLT to review termly.	RW to feedback as part of HTs report and FGBs.	Not started. Need to build in to PSCHE programme for September 2017. Review curriculum and build in regular PSCHE sessions to cover all aspects of keeping safe including use of the Internet, dark net and social media/chat rooms. Use of social media to regularly send safeguarding updates to parents/carers/students. PSHCE has become CREATE in order to help students see the cross curricular links more

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6 specific and tailored workshop sessions for students have been delivered by end December. Positive responses from students received from the NHS staff. Behaviour good and students engaged in the workshops. |
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