



The Chase
A SCHOOL OF EXCELLENCE

School Development Plan

2018-19

Version 2
October 2018

SCHOOL DEVELOPMENT PLAN 2018-19

SUMMARY

Target	Success Criteria
<p>Student Outcomes- Academic Performance Improve GCSE performance</p> <p>Improve academic outcomes for Disadvantaged students</p> <p>Quality of Teaching, Learning & Assessment Aim to develop and enhance Teacher Professional Learning with a focus on evidence-informed practice. Teachers to be responsible for their own professional learning with a well-defined focus on student outcomes whilst being supported and guided by peers.</p>	<p>75% of students achieving Level 4+ in English & Maths 60% of students achieving Level 5+ in English & Maths</p> <p>Attainment 8 score of at least 52.0 Progress 8 score of 0.2+ Progress 8 scores for each basket to be 0.1+</p> <p>Closure of Gender gap in English P8 < 0.5 Closure of SEN gap <0.5</p> <p>Attainment 8 score of at least 40.0 Progress 8 score < -0.1 Closure of Disadvantaged v non- Disadvantaged Progress 8 score <0.5</p> <p>Increase number of High Performing lessons- 100% judged to be Good/Outstanding</p>

<p>Personal Development, Behaviour & Welfare Consistent pastoral support with a focus on promoting positive behaviours and building relationships with disengaged and vulnerable pupils.</p> <p>Exemplary Safeguarding processes to ensure the safety and welfare of all pupils.</p> <p>Leadership & Management Ensure financial security through continuous review and effective deployment of resources.</p> <p>Sixth Form Continued drive to sustain and further improve Sixth Form Outcomes</p>	<p>Improve overall school attendance to at least 95% and reduce Persistent absence rate to below 10%. Reduced number of fixed term and permanent exclusions.</p> <p>All action points from Section 175 audit 2017/18 to be completed and implemented, together with a completed Audit from LA to identify further areas for development to ensure outstanding practice.</p> <p>Aim to further reduce the in-year deficit and avoid setting a potential deficit budget for 2019-20. Improve the popularity of the school with increased student numbers to 200+ in Year 7 from September 2019.</p> <p>ALPs single year T score to be at least a score of 3, maintaining the 3-year T score grading of a 3. APS per entry B-, %3 A*-E 80% & AAB in 2+ facilitating subjects 15%</p>
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**Student Outcomes:
Academic Performance**

Area for Action	Improving Academic Performance and Assessment			LEAD PERSON	PD	
AIM	Maximise Students attainment of all students and close the gaps			MONITORING AND EVALUATION	Line Management FH/HN/PD Faculty Leaders Governors	
Success Criteria	<p>The attainment of almost all groups of pupils is broadly in line with national averages</p> <ul style="list-style-type: none"> • 75% of students achieving Level 4+ in English & Maths • 60% of students achieving Level 5+ in English & Maths • Attainment 8 score of at least 52.0 • Progress 8 score of 0.2+ • Progress 8 scores for each basket to be 0.1+ • Closure of Gender gap in English P8 < 0.5 • Closure of SEN gap <0.5 • Disadvantage student Attainment 8 score of at least 40.0 • Disadvantage student Progress 8 score < -0.1 • Closure of Disadvantaged v non- Disadvantaged Progress 8 score <0.5 					
Focus	ACTIONS	Anticipated impact	Staff	Time frame	Resources	Interim Review
Provide aspirational yet contextual targets for students	Identify a system that can be used to help set individual subject targets	Providing students with a realistic but aspirational grade will help promote student progress	PD, FH, JN	Sept		
	Use system (Fisher Family Trust) to set targets that are 'high' and 'very high'	Raise aspirations and therefore outcomes of students	PD, JN	Sept		
			PD	Sept		

	<p>Staff training provided to ensure that staff understand the new assessment systems</p> <p>Letter to be sent home to parents communicating changes</p> <p>Assemblies given to students</p> <p>Review the targets and the methodology following the first data collection in October</p>	<p>All staff should be confident to have powerful conversations with students about the new system. Staff of practical subjects feel more supported in having slightly more realistic targets</p> <p>Parents as stakeholders are informed of the changes in the system</p> <p>Students aware of the importance of the Aspirational grade and how MG and AG are generated</p> <p>To provide confidence in the system and ensure that targets are challenging</p>	<p>PD, FH</p> <p>PD, FH</p> <p>PD, JN</p>	<p>Sept</p> <p>Sept</p> <p>Oct, Feb, June</p>		
Use of Data to maximise Progress and Attainment of all Students	<p>Provide FL's with a framework for using the data to help review the performance in the summer exams.</p> <p>Provide 4Matrix training to FL to allow data analysis to be completed</p> <p>Hold Data Analysis meetings with FH, PD and Faculty Leaders to review progress of KS4</p>	<p>Ensure that staff are using data to review progress and identify the appropriate areas to focus on for their faculties.</p> <p>Ensure CL and FL are using the data to inform the FDP for the year</p>	<p>PD to Lead</p> <p>PD to Lead</p> <p>FH, PD, Faculty Leaders</p>	<p>July/Sept</p> <p>July/Sept</p> <p>Sept</p>	<p>Time Access to 4 Matrix</p> <p>Time Access to 4 Matrix</p> <p>Time</p>	

	and 5 students in summer exams					
	Have a programme of 4 Matrix Training for all staff	To allow staff to identify students who are underperforming across their lessons/subjects	PD	Sept Jan April	Time and Computers	
	Share whole school priorities with school	Staff will identify the correct groups to be focussing on that are underperforming as a school	FH	Sept	Time	
	Faculty Leaders to carry out a Peer to Peer data review	Ensuring that each Faculty Leader is able to review performance effectively and with increased objectivity.	PD and Faculty Leaders	October and November	Time and Training	
	Letters sent home to students who are performing well as well as students who are under performing.	Will help keep motivation high for students performing well. Will be another opportunity to inform parents of students who are underperforming	PD	October, Feb, June	Admin support Printing	
	Attainment Board produced to show students who are underperforming	Clear identification to all staff of the students requiring additional support or intervention	PD	October then updated Feb and June	Admin support Printing	

Use of effective strategies to maximise progress and attainment in direct preparation for exams	Student Voice to review successful strategies from 217-18	Time can be spent on successful strategies and others amended or removed to maximise effectivity of the teacher time.	PD	Sept	Time	
	Careful coordination of revision sessions	Students will not have too many clashes and can access the support needed.	Faculty Leaders and PD	Feb onwards	Staff Time	
	Ensure that if students requiring revision sessions are not going there is greater contact home.	All evidence from analysis shows students attending made better progress.	Faculty Leaders and PD	Feb onwards	Staff Time	
	Y11 Final Revision session timetable to be produced and staff covered appropriately.	The final revision sessions will help students correct misconceptions or identify final things that may be needed for the exam	Faculty Leaders and PD	June and July	Cover for some staff Breakfast for Students	
	Provide both internal and external revision technique and skills focussed sessions for students	Develop exam technique as well as highlight key skills that will help students will help motivation/organisation				
	Raise the profile of the exams and revising before Christmas.	Students start revising/working earlier and don't wait until Easter to start working.				

Effective and Coordinated Intervention and support to maximise progress and attainment	Increase data captures	More Frequent summative data to help identification of students	PD and JN	Oct, Dec, Feb, June	Data Manager Time	
	Implementation of the Focus 5 (All teachers to identify 5 underperformers following a data capture and identify them on their Class Improvement Plans)	Allows underachievers to be identified earlier and all Curriculum Leaders and faculty Leaders to have a clear picture of the support needed across the subject areas.	PD and HT	Nov, Jan, March, July	Time to meet as faculties	
	Have a coordinated approach to reviewing the focus 5 students working with the pastoral team.	Support student's holistic needs.	HT	Nov, Jan, March, July	Time for HT	
	PD to work with faculty leaders for English and Maths to highlight key marginal students	Focus is on specific groups for focussed intervention	PD, HD, GL	Ongoing	Time to meet	
Increase the attainment and progress of the 3 key priority groups <ul style="list-style-type: none"> • Disadvantaged • Boys • SEN 	Data analysis reviews and meetings	Ensure that faculties are aware of who their key group to focus on are from data analysis meeting which should help inform the FDP	FH, PD, WM	Sept	Time for meetings	
	Review of FDP	Confidence that faculties have used data analysis meetings to help inform FDP	FH, HN, PD	Oct	Time for meetings	

	<p>Ensure Quality First Teaching</p> <p>Share key strategies that have worked across the school for priority groups</p> <p>Review strategies used by faculties that have been successful with boys</p>	<p>of the appropriate and required strategies and priorities</p> <p>See Teaching and Learning section</p> <p>Ensuring the any specific strategies to support students are used across the school. Also see Disadvantaged pupil progress section and SEN</p> <p>Through a review of the success specific skills, strategies can be shared across subjects whose performance with boys is not so good.</p>	<p>HN</p> <p>PD, LH</p> <p>PD</p>	<p>Ongoing</p> <p>Sept, Ongoing</p>	<p>Time Printing to share strategies</p> <p>Time</p>	
Next Steps for 2019-20:						

Area for Action	Improving outcomes of disadvantaged students	LEAD PERSON	PD
AIM	To increase the progress, attainment and engagement of PP students across the school.	MONITORING AND EVALUATION	Line Management Governors
Success Criteria	<ul style="list-style-type: none"> • Disadvantage student Attainment 8 score of at least 40.0 • Disadvantage student Progress 8 score < -0.1 • Closure of Disadvantaged v non-Disadvantaged Progress 8 score <0.5 • Attendance of PP students above 95% • Reduce number of Behaviour incidents of PP students 		

Focus	ACTIONS	Anticipated impact	Staff	Time frame	Resources	Interim Review
Improve PP progress and attainment	Close Monitoring of PP performance through the use of 4 matrix	Early identification of underperformers	PD and Faculty Leaders	Oct, Feb, Dec, June	Time 4 Matrix	
	Delivery of whole school training on how to specifically identify PP focus groups using 4 Matrix	Provide staff with additional support and review sessions on how to use 4 matrix to support identification	PD	Oct, Feb	Time Computers	
	Provide clear framework of times and procedures for Faculty Leaders to identifying underperforming PP students	Through Faculty Leaders coordinating approach they can act on performance as well as notify SLT if there are any student concerns	PD and Faculty Leaders	Sept, Dec Jan, April, May, June	Time 4 Matrix	
			PD	Ongoing		

	<p>Produce postcards to success to share successful strategies identified from within school and using relevant literature</p> <p>Invite PP students to have a separate parents evening meeting with a member of SLT</p> <p>Y9 students supported in the options process</p> <p>Provide explicit time for FL's to contact PP parents both to celebrate the success of PP students as well as highlight underachievers</p>	<p>Real successful strategies that can be adapted accordingly to support Chase Students</p> <p>Greater engagement of parents should increase progress of students</p> <p>Ensuring that students are following the correct courses should lead to greater success and attainment</p> <p>Engagement of parents to support underachievers, raising the self-esteem of students that are performing well.</p>	<p>Faculty Leaders and PD</p> <p>PD</p> <p>PD and Class Teachers</p>	<p>Ongoing</p> <p>March</p> <p>Sept, Dec Jan, April, May, June</p>	<p>Printing and Photocopying</p> <p>Time</p> <p>Time</p> <p>Time</p>	
Increase engagement of PP students	<p>Boys breakfast club</p> <p>Run a Y8/9 Residential for students</p> <p>BE You programme</p>	<p>Increase engagement within school, provide a mentor for students, increase attendance</p> <p>Increase resilience, team work, confidence, self-esteem, communication with students</p> <p>Increase resilience, team work, confidence, self-</p>	<p>PD and PN</p> <p>MO and CG1</p> <p>C Ship, PH</p>	<p>Oct</p> <p>Nov</p> <p>Sep – Dec</p>	<p>Time for Member of staff</p> <p>Cover for staff Subsidised costings for staff</p> <p>Time for teacher to support</p>	

	Behaviour support Officer to work with particular PP students	esteem, communication with students Possible mentor role to help engage students and identify barriers	A Barry, PD	Ongoing	Cost for course leader Time to identify students Time	
	Increased Pupil Voice carried out	Identification of how these students can be supported and then strategies put in place	PD	Oct, Dec, Feb, March, May, July	Time	
	Action Research with trainee teachers	Identification of the specific barriers that students at the school face.	PD	Autumn Term	Time	
	Review the number of career events and try to provide 5 across the year	Providing 5 career events is shown to raise aspirations	PD, SI	Oct and ongoing	Time Cost and cover for visits	
Increase PP attendance	PP feature on weekly attendance report	Identification and close monitoring	AL, CR, PD	Ongoing	Time	
	Particular students to have an attendance meeting	To review and remove the barriers these students are facing	AL, CR, PD	In place by Nov then ongoing	Time	
Improve behaviour of PP	Behaviour support Officer to work with particular PP students	Provide another layer of support to the students and have a mentor role that can work to address any challenging behaviour, develop key skills	BA, PD	Ongoing	Time	
					Time	

	Monthly PP focus within House Leaders	Identify and support the pastoral problems that PP are facing	House Leaders, PD	Nov then ongoing		
Next Steps for 2019-20:						

Teaching and Learning

Teaching and Learning Priorities:

- 1. Set challenging learning tasks for all (TS 1,3,4,5)*
- 2. Questioning to encourage higher order responses (TS 1,3)*
- 3. Effective assessment, feedback and dialogue (TS 2,6)*
- 4. Classroom climate for Learning (TS 1,7)*

Area for Action	Teacher Professional Learning – Greater autonomy, sharing best practice, high performing classrooms leading to improved student outcomes.		LEAD PERSON	James Harrington		
AIM	Teachers to be responsible for their own professional learning with a well defined focus on student outcomes whilst being supported and guided by peers. A focus on evidence informed practice.		MONITORING AND EVALUATION			
Success Criteria	<p>High Performing Classrooms: All lessons will be High Performing Lessons (HPLs) - 100% of lessons to be seen as Good/Outstanding</p> <ul style="list-style-type: none"> • Clear evidence of Visible Learning Strategies • Clear objectives and success criteria • High quality questioning and student contributions • Well established routines for positive learning • Clear evidence of progress • Clear differentiation for all abilities • Clear evidence of different forms of feedback • Students clear about their next steps in learning 					
Focus	ACTIONS	Anticipated impact	Staff	Time frame	Resources	Interim Review
Changes to Performance Management to improve student outcomes.	<p>Create rationale for change to PM so that it is research based. One PM target to be set as a question based on the four Teaching and Learning Priorities.</p> <p>UPR Teachers to set a target which reflects UPR standards.</p> <p>Share rationale with staff and give them an opportunity to ask questions.</p>	<p>Increased engagement with CPD.</p> <p>Increased teacher confidence to trial new methods of teaching, based on their research.</p> <p>Greater sharing of best practice.</p>	HN Faculty Leaders Teaching Staff	<p>September Training Day for launch.</p> <p>13 October for finalised PM Targets.</p>	<p>Model Performance Management Targets sent to staff.</p> <p>Professional Reading List for all staff.</p> <p>Articles for Faculty Leaders: What does this Look Like in the Classroom: Behaviour; SEND</p>	<p>PM Targets finalised by 13 October to be QA by Headteacher and Deputy Headteacher on 18 October.</p> <p>Reviewed April, formally, as part of PM cycle.</p> <p>Individual staff to review at every Professional Learning partners (PLP) meeting.</p>

	<p>Model Performance Management Targets.</p> <p>Provide appropriate reading Material for colleagues and signposts to other literature.</p>				<p>Reflective Practice for Teachers: Understanding Student Diversity; Skills and Strategies for Differentiation. Effective Teaching: Metacognition and Self-Regulated Learning; Teaching Gifted Pupils Psychology in the Classroom: Emotions; Resilience, buoyancy and grit</p>	
<p>Faculty Leaders to develop Subject Content and Pedagogy Sessions based on identified priorities using evidence informed research to improve student outcomes.</p>	<p>Create a cycle of Faculty Meetings where time is devoted to CPD.</p> <p>Create template to record Faculty CPD – to be shared with Line Manager and HN.</p> <p>Signpost Faculty Leaders to current research that supports the development of our Teaching and Learning priorities.</p> <p>Direct Faculty Leaders to schedule meetings: 30 mins Faculty Business, 30</p>	<p>Greater focus on areas for development being shared in Faculties.</p> <p>Personalised CPD to focus on Faculty led areas of concern.</p> <p>Greater engagement in tackling under achievement as a priority for the whole Faculty.</p> <p>Development of pedagogy based on professional</p>	<p>James Harrington</p> <p>Faculty Leaders</p>	<p>September and ongoing.</p> <p>Time scheduled on calendar for meeting – 6 throughout the year. (See QA for dates)</p>	<p>See above.</p> <p>Faculty Leaders to bid for additional literature. (End of September)</p> <p>Time scheduled on calendar for meeting – 6 throughout the year. (See QA for dates)</p> <p>Subject Content and Pedagogy Session Template.</p>	<p>Every Half Term Faculty Leaders to present Deputy Headteacher with update on Subject Content and Pedagogy Sessions.</p> <p>Feedback provided at SLT Line Management Meetings.</p>

	<p>mins Subject Content and Pedagogy sessions and 30 mins Professional Learning Partners (PLPS).</p> <p>Provide Faculty Leaders with relevant evidence informed research.</p> <p>Design Subject Content and Pedagogy Template.</p> <p>Discussion with Faculty Leaders about the process opportunities for them to ask questions in second training day session with Assistant Headteacher and Deputy Headteacher.</p>	<p>reading, discussion and trialling.</p>				
<p>Development of Professional Learning Partners (PLPs)</p>	<p>Create rationale for PLPs and share with staff.</p> <p>Faculty Leaders to send HN pairings – colleagues should be at the same Career Entry Point. Deputy Headteacher to QA pairings in terms of suitability.</p> <p>Design Professional Learning Partnerships Booklet with Professional</p>	<p>Professional discussions about evidence informed pedagogy leading to improved student outcomes.</p> <p>Peer Observations and reflections.</p>		<p>September Training Day.</p> <p>October Half Term.</p> <p>September</p>		<p>Faculty Leaders to sample Professional Learning Logs once every Half Term.</p>

	<p>Learning Conversation Templates.</p> <p><i>Design Evaluating Teaching Over Time Guide</i> based on Teaching and Learning priorities to be used in professional discussions following peer-to-peer observations.</p> <p>Identify areas of established practice to video and place on e-stream. Established practice videos to be used in supporting colleagues and ITT students.</p> <p>Training for using digital recording kit.</p> <p>Senior Leadership Team establish professional Learning Partnerships with colleagues from partner schools: Mike Fieldhouse – Dr Evans (Prince Henry’s High School) James Harrington – Nicola Clear (The Chantry, Martley)</p>		<p>HN and Neil Cheshire</p>	<p>September</p> <p>Summer Term</p> <p>Spring Term</p>	<p>Digital recording kit: I pads, speakers</p>	
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	Helen Pugh – Sandy Poulton (Persnore High School) Jenny Pritchard – Hannah Talbot (South Bromsgrove High School)					
Creation of 15 Minute Forums based on Teaching and Learning Priorities	CPD Calendar created for staff based on each Teaching and Learning Priorities. UPR established teachers identified to run CPD sessions.	Increased uptake of in house CPD opportunities. Development of best practice.	Roisin McKeever and UPR Teachers.	September and ongoing.	Time identified on schedule for sessions.	Reviewed Half termly by Roisin McKeever.
Devise and implement RQT Programme	Create partnerships with The Chantry School, Martley. Establish programme on a Half termly basis (see SI document) on following themes Autumn Term: Building effective relationships and classroom management strategies. Effective Feedback and Assessment to maximise impact on learners. Spring Term:	Increased sharing of best practice leading to improved student outcomes. Collaboration between schools and RQTs.	James Harrington and Jodie Smith Ian Richards (The Chantry School).	September Throughout the year.		SI reporting to Deputy Headteacher on progress and impact Termly. Participant evaluation at end of each session.

	<p>Questioning for higher order thinking. Stretch and challenge for all pupils.</p> <p>Summer Term: Support for underperforming students. Planning, Time Management and Working Smarter.</p> <p>Assign coaches for RQTs.</p> <p>RQTs to work on improving outcomes project for identified students.</p>	<p>Coaching opportunities for current staff.</p> <p>Improved outcomes for identified students.</p>	<p>Judith Hunt and Roisin McKeever</p>			
<p>Next Steps for 2019-20:</p>						

Area for Action	Improving Assessment systems	LEAD PERSON	PD
AIM	To ensure staff use accurate and reliable data to inform planning and Parents are provided with clear and timely information on how well their child is progressing.	MONITORING AND EVALUATION	
Success Criteria	<ul style="list-style-type: none"> • FFT data used by staff and students across the school • Predicted grades in the line with final results • Transition of data between KS3 and 4 flows • All faculties have fit for purpose assessment criteria 		

Focus	ACTIONS	Anticipated impact	Staff	Time frame	Resources	Interim Review
Changes to Assessment and Reporting	Update Assessment Policy	Ensure shared vision and policy is present for staff to clearly see roles and responsibilities	PD	October	Time	
	Change to Fisher Family Trust	Having realistic, reliable and contextual MG's across subjects will help drive progress up.	PD and JN	Sept	Data Manager time	
	Change to 3 progress reports – removal of the full written reports	More Regular and timely reporting to inform parents of their children's progress.	PD, JN and NC1	Sept	Time for Data Manager	
	Communicate changes to parents, students, governors and staff	Ensuring that all stakeholders are aware of the rationale behind the changes.	PD		Time Printing resources	
Accurate and Reliable data produced	Reinforcement to staff on school assessment policy	Data used is reliable and fit for purpose	PD	Oct and Ongoing	Time	

	<p>and how to make effective assessments</p> <p>All Faculty Leaders to review the data a day before data capture</p> <p>Review of KS3 assessments within subjects</p>	<p>Ensure that data is readily available and has been through a QA procedure</p> <p>Ensure that KS3 assessments are accurate and provide a true transition between KS3 and 4</p>	<p>Faculty Leaders</p> <p>G Eberle</p>	<p>Oct, Dec, Feb, June</p> <p>Dec</p>	<p>Time</p> <p>Time</p>	
Effective use of data	<p>The facilities offered by 4Matrix Monitored</p> <p>4 Matrix Training provided to all staff</p> <p>SIMS data is transferred and all uploaded onto 4Matrix quickly</p> <p>Additional support sessions for 4Matrix offered at data capture points</p> <p>FL training on how to review data and carrying out peer to peer data review</p>	<p>Ensure that 4Matrixc stays fit for purpose</p> <p>To allow staff to identify students who are underperforming across their lessons/subjects</p> <p>Provides staff with quick and timely feedback on progress of students</p> <p>Ensure staff are using 4Matrix to identify underperformers correctly</p> <p>Faculty Leaders to be competent is using data to highlight focus areas.</p>	<p>PD, JN</p> <p>PD</p> <p>JN</p> <p>PD</p> <p>Faculty Leaders and PD</p>	<p>Ongoing</p> <p>Sept, Jan, April</p> <p>Sept, Dec, Feb, July</p> <p>Sept, Dec, Feb, July</p> <p>Oct and Nov</p>	<p>Time</p> <p>Time</p> <p>Time for Data Manager</p> <p>Time</p> <p>Time in meetings</p>	
Next Steps for 2019-20:						

Area for Action	SEND- Education, Health and Care plans			LEAD PERSON	Lynda Hoole	
AIM	Main aim: To close the gap between SEN and Non SEN Students Aim: To apply for Education, Health and Care plans for identified students to gain funding to support them to reach their potential			MONITORING AND EVALUATION	HN	
Success Criteria	Successful applications for identified students- funding and support in place					
Focus	ACTIONS	Anticipated impact	Staff	Time frame	Resources	Interim Review
Identify students needing EHCPs	Use prior data and specialist teacher assessments and reports to identify students Referral to Outside Agencies as necessary- strategies put in place	Strategies and data shared with teachers to inform Quality First teaching	LH JF	Autumn term	Time Test papers	
	Meet with parents to share data and start EHCP paperwork for students not responding to QFT	EHCP process initiated	LH	Spring term	Time	
	Fill in EHCP application	EHCP application submitted	LH HJ	Summer term	Time	
Next Steps for 2019-20: Close liaison with primary feeder schools to identify potential EHCP students earlier						

Area for Action	SEND- Promote Dyslexia Friendly School	LEAD PERSON	Lynda Hoole
AIM	Main aim: To close the gap between SEN and Non SEN Students Aim: To support and maximise the potential of students with dyslexia Aim: To improve Quality First teaching by ensuring use of Dyslexia Friendly teaching strategies	MONITORING AND EVALUATION	SLT
Success Criteria	Teachers are implementing Dyslexia Friendly teaching strategies to maximise Dyslexic students' learning		

Focus	ACTIONS	Anticipated impact	Staff	Time frame	Resources	Interim Review
Raise awareness of Dyslexia Friendly teaching strategies	Send out Dyslexic Friendly checklist to departments to self - audit	Faculties identify where they need to make improvements or need targeted CPD for department or individual staff	LH	Autumn term	Time Dyslexic Checklist	
	Dyslexia Focus for SEN Learning Walks	SLT and Faculties are made aware of areas needing improvement	LH			
	Dyslexia CPD as requested	Raised awareness and skills for Faculties and/or individual staff	LH			
Next Steps for 2019-20: Dyslexia Friendly Teaching strategies embedded in teachers' practice						

Area for Action	SEND- Develop and Embed Functional Skills programme	LEAD PERSON	Lynda Hoole
AIM	Main aim: To close the gap between SEN and Non SEN Students Aim: To provide opportunity to gain recognised qualifications in literacy and numeracy for students unlikely to achieve a GCSE Aim: To identify potential Functional Skills students during Year 9	MONITORING AND EVALUATION	PD
Success Criteria	All students leave with a recognised qualification in English and Maths skills		

Focus	ACTIONS	Anticipated impact	Staff	Time frame	Resources	Interim Review
Establish Functional Skills programme for identified students in years 10 and 11	Identify suitable course and teaching staff Identify suitable students Identify necessary resources and teaching spaces	Start first Functional Skills courses autumn term 2018	LH JP SB LD	By autumn term	Time Functional Skills teaching materials and student books Teaching space Grade 4 TAs	
	Moderation of Assessments	Accurate assessment of student progress	LH		Time	
	Provide on-going support and advice for Teaching Assistants	Successful development of Functional Skills course	LH	Throughout the year	Time	
Maths and English departments identify students for Functional Skills	Add to Department agenda – spring 2019	Students identified early	LH JG DH	Spring term	Time	
Next Steps for 2019-20: Functional Skills continues to be provided for next cohort						

**Personal development, behaviour
and welfare**

Area for Action	Consistent pastoral support with a focus on promoting positive behaviours and building relationships with disengaged and vulnerable pupils.			LEAD PERSON	Helen Pugh	
AIM	All pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.			MONITORING AND EVALUATION	Parent and student satisfaction surveys Attendance and behaviour report evaluation Student voice Evaluation of engagement of Be You students	
Success Criteria	<ul style="list-style-type: none"> • Attendance meeting target of 95% • Persistent absence meeting target of less than 10% • Reduced fixed term exclusions • Restorative behaviour approaches to be applied consistently and embedded across the school • Culture of anti-bullying across the school • Further development of the student voice 					
Focus	ACTIONS	Anticipated impact	Staff	Time frame	Resources	Interim Review
Reduced fixed term exclusions for vulnerable groups in particular.	Restorative meetings between staff and pupil when student is removed from lesson. Time in BSR to include pupil behaviour and engagement support. Behaviour and engagement support programme to be	All pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. Pupils understand how their education equips them with the behaviours and attitudes	All staff to engage in restorative approaches. Pastoral Team including Anita Barry Mary Jenkins and Rob Harris for Be You programme	Autumn term – Development of behaviour and engagement programme – consider training AB as Thrive practitioner Development of Peer and staff mentoring programme	BSR Behaviour and engagement support programme Peer and staff mentors/mentoring booklets Be You programme	

	<p>developed and implemented – consider Thrive programme</p> <p>Regular review of vulnerable pupil identification tool by pastoral team.</p> <p>Peer and teacher mentoring programme for pupils whose vulnerability is or may become a barrier to learning.</p> <p>Group of vulnerable pupils to engage in Be You programme to build self-esteem, resilience to failure and engagement with learning.</p>	<p>necessary for success in their next stage of education, training or employment and for their adult life.</p> <p>Pupils’ impeccable conduct reflects the school’s effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.</p> <p>For individuals or groups with particular needs, there is sustained improvement in pupils’ behaviour. Where standards of behaviour were already excellent, they have been maintained.</p>		<p>Be You programme</p> <p>Spring Term – Fully implement programmes of support</p> <p>Summer Term – Evaluate effectiveness of support.</p>		
<p>Culture of anti-bullying across the school</p>	<p>Anti-Bullying Ambassador to bring together a group of students across all year groups who promote a whole school anti-bullying ethos including active participation in anti-bullying week</p> <p>A-B ambassador to work with the group of pupils to evaluate the effectiveness of the school’s anti-bullying policy, suggest updates and improvements and produce a pupil friendly version that is made available to all students</p>	<p>Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.</p> <p>Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.</p>	<p>PH, RB and HLs</p>	<p>Autumn Term - A-B ambassador to create group and evaluate effectiveness of anti-bullying policy and consider promotion of anti-bullying across the school</p> <p>Spring term – create pupil friendly policy and promote anti-bullying across the school.</p> <p>Summer term – consider anti-bullying</p>	<p>Time for RB</p>	

	<p>Ensure that all staff and governors are aware of the anti-bullying policy</p> <p>Ensure monitoring and evaluation of bullying incidents; analysing patterns of bullying behaviour – reporting trends to SLT and A-B link governor</p> <p>Work towards national anti-bullying award or STOP anti-bullying award</p> <p>Complete anti-bullying charter audit</p>			award and complete charter audit		
Further development of the Student Voice	<p>Departments to consider student voice in departmental planning with greater use of surveys and student seminars.</p> <p>Consider overhaul of the student council so that student voice is loud and clear across the school – examples of good practice to be explored and discussed with pupils and staff.</p>	<p>To determine pupils' views about the work they have undertaken, what they have learned from it and their experience of teaching and learning over time</p> <p>To ensure that support available is timely and effective</p> <p>To ensure that the student council is able to influence action to improve emotional wellbeing and mental health within the school community</p>	SLT and consider school council leader role?	<p>Autumn term – Research good practice and develop structure of school council for the future</p> <p>Introduce student seminars for faculties and pastoral support</p> <p>Spring and summer terms – Further development of the school council and promote across the school</p>	<p>Time with current council to research and discuss ideas for the future</p> <p>Regular assistant head meetings to develop, monitor and evaluate student seminars</p>	
Next Steps for 2019-20: Consider extended school day to include 15-20 minute tutor period each day to increase pastoral contact and varied SMSC diet.						

Area for Action	Emotional health for all			LEAD PERSON	Helen Pugh	
AIM	To provide an emotionally healthy whole school environment, with a curriculum which contributes to mental and personal wellbeing and good access to further support for those pupils and learners that need it.			MONITORING AND EVALUATION	Student engagement in emotional wellbeing support Parent and student satisfaction surveys Student voice	
Success Criteria	<ul style="list-style-type: none"> • Emotional wellbeing toolkit to be completed and action points considered and implemented • Programme of mental health and emotional wellbeing support to be fully implemented • Increased emotional wellbeing teaching in the curriculum 					
Focus	ACTIONS	Anticipated impact	Staff	Time frame	Resources	Interim Review
Development and implementation of a programme of mental health and emotional wellbeing support	Mental Health and Emotional wellbeing group including students and staff to identify areas of support needed and monitor effectiveness Continued successful engagement in CRUSH programme Continued use of school counsellor to include private sessions also Development of support programmes/groups including anxiety and stress,	To ensure that mental health and emotional wellbeing support is available to all To reduce the impact of emotional ill-health on the progress of learners in the school and ensure that emotional ill-health is not a barrier to learning	Pastoral team Consider role of emotional wellbeing ambassador	Autumn term- Develop programmes of support Consider training AB as Thrive practitioner Spring and summer terms – implement support programme and monitor effectiveness	Staff training including Thrive training Resources for courses	

	<p>trauma, resilience, self-esteem, anger-management and drugs and alcohol</p> <p>Consider Thrive programme especially for LAC and most vulnerable pupils</p> <p>Engagement of students in peer and teacher emotional wellbeing mentoring</p>					
Complete Emotional Wellbeing Toolkit to identify areas for development	Create action plan to ensure areas for development are addressed	As above	Pastoral Team	Spring Term	Time	
Increased Emotional Wellbeing teaching across the PSHE curriculum	<p>Consider PSHE curriculum and how to increase emotional wellbeing teaching across all year groups – this may be developed in 2018/19 and implemented in 2019/20 with increased PSHE time available</p> <p>Ensure whole school approach to healthy relationships is adopted</p>	<p>To ensure that pupils have strategies to maintain emotional and mental health</p> <p>To ensure that pupils know how and when to access support if they need it</p>	LP, PSHE teachers	Current teaching to be monitored throughout the year and areas for development identified from student seminars and audit of Chase community need	Time Student seminar	
Next Steps for 2019-20: More time for PSHE teaching						

Area for Action	Exemplary Safeguarding processes to ensure the safety and welfare of all pupils.			LEAD PERSON	Helen Pugh	
AIM	Safeguarding at The Chase to be considered outstanding			MONITORING AND EVALUATION	External scrutiny from LA Section 175 audit 2018/19	
Success Criteria	<ul style="list-style-type: none"> • All action points from Section 175 audit 2017/18 to be completed and implemented • Audit from LA to identify further areas for development to ensure outstanding practice • Regular supervision and case study meetings 					
Focus	ACTIONS	Anticipated impact	Staff	Time frame	Resources	Interim Review
All action points from Section 175 audit to be completed and implemented	<p>Safer Recruitment to meet criteria for outstanding practice – see action plan</p> <p>EHE protocols/procedures to meet all criteria for outstanding practice – see action plan</p> <p>Online Safety: Policy and Training to meet all criteria for outstanding practice – see action plan</p> <p>Online safety: Teaching to meet all criteria for outstanding practice – see action plan</p> <p>PSHE: Teaching to meet all criteria for outstanding practice - see action plan</p>	<p>Safeguarding processes ensure the safety and welfare of all pupils</p> <p>Safeguarding processes are considered to be outstanding</p> <p>Parents to be aware of information, advice and guidance available</p>	PH, HLs, LP, PL,RA	<p>Autumn term – Online safety parents meeting</p> <p>CSE day for years 8-11</p> <p>All other actions from plan</p> <p>Spring and summer terms – Monitoring and evaluation of processes to ensure effectiveness is maintained</p>	<p>Training for PSHE teachers</p> <p>Regular review of SCR and safer recruitment procedures</p> <p>Time to develop CSE materials for CSE day</p>	

	CSE: Teaching to meet criteria for outstanding practice – see action plan					
External scrutiny from LA	Liaise with LA to organise full safeguarding audit	To ensure that school evaluation is effective and identify further areas for development	PH, whole school	Autumn or early spring term	LA audit	
Regular supervision and case study meetings to ensure that cases are reviewed and escalated as necessary	Maintain pastoral meeting schedule with half termly case study meetings with safeguarding team Supervision training for safeguarding team and SLT Consider structure of supervision meetings – supervision partner meetings?	To promote good standards of practice and to support individual staff members	PH, WM and HLs	Autumn term – Supervision training for Safeguarding Team and SLT Consideration of supervision structure	Training	
Next Steps for 2019-20:						

ACTION	SUCCESS CRITERIA	BY WHOM	BY WHEN
Child Protection Policy to meet criteria for outstanding practice	<ul style="list-style-type: none"> Policy to be re-drafted following Worcestershire model CP policy (November 2017) including updates from KCSiE September 2018 Policy should clearly state vision and ethos of the school including future vision Policy to be drafted in consultation with staff and students Policy to be tailored to The Chase and it's local community 	DSL	July 2018 and ongoing
Anti-bullying practice to meet criteria for outstanding practice	<ul style="list-style-type: none"> Ensure there is a Designated Link Governor for Anti-Bullying Create a role of Anti-Bullying Ambassador to bring together a group of students across all year groups who promote a whole school anti-bullying ethos including active participation in anti-bullying week A-B ambassador to work with the group of students to evaluate the effectiveness of the school's anti-bullying policy, suggest updates and improvements and produce a child friendly version that is made available to all students Ensure that all staff and governors are aware of the anti-bullying policy Ensure monitoring and evaluation of bullying incidents; analysing patterns of bullying behaviour – reporting trends to SLT and A-B link governor Work towards national anti-bullying award or STOP anti-bullying award Complete anti-bullying charter audit 	Headteacher/DSL/Anti-Bullying Ambassador	July 2018 and ongoing
Safer Recruitment to meet criteria for outstanding practice	<ul style="list-style-type: none"> Custodian on the SCR and DSL to complete monthly checks including Teacher Regulation Agency and record evidence. Include SG question in the annual staffing information checks -Have there been any safeguarding related changes i.e. information which would be shown on a DBS check, or other changes which the school may need to be aware of? Ensure induction process for volunteers and agency staff to include face to face training with DSL or DDSL referencing the policy information regarding specific safeguarding issues. 	CSCR/DSL	Sept 2018 and monthly
CME protocols/procedures to meet criteria for outstanding practice	<ul style="list-style-type: none"> Ensure that the school has clear CME processes for parents so that school can obtain key information when children move out of the area or go abroad or when families arrive at school to obtain a place from another area. Ensure all staff in school are aware of the policy and procedures, and school have a lead worker who makes checks to ensure the systems are robust and effective 	DSL	Sept 2018 and ongoing

	<ul style="list-style-type: none"> • Clear plans are in place to support vulnerable learners and school can evidence that they have clear pathways for advice and support services and these are used appropriately 		
EHE protocols/procedures to meet all criteria for outstanding practice	<ul style="list-style-type: none"> • Ensure that Governing Body are informed of all cases of EHE (an EHE section has been included in the attendance reports for Governors) • Ensure that the school can evidence and guidance given to parents/students including offering/signposting support available 	DSL	Sept 2018 and ongoing
Online Safety: Policy and Training to meet all criteria for outstanding practice	<ul style="list-style-type: none"> • Whole staff training to ensure staff knowledge and expertise in safe behaviours and appropriate use of technologies • Review online safety policy/guidance ensuring whole school ownership of the policy • Complete and online safety review such as 360safe.org.uk 	Faculty Leader for Computing and Business/PSHEC	Sept 2018 and ongoing
Online safety: Teaching to meet all criteria for outstanding practice	<ul style="list-style-type: none"> • Increased profile of RCCU/CADs eg. In lessons/assemblies to discuss e-safety • Year 7 parents e-safety parents meeting • Evaluation of impact of teaching to be reviewed termly – reported to SLT and Governors 	Faculty Leader for Computing and Business /PSHEC	Sept 2018 and ongoing
PSHE: Teaching to meet all criteria for outstanding practice	<ul style="list-style-type: none"> • Ensure use of Whole School Approach to Healthy Relationships • Effective changes to delivery of PSHE, ensuring that staff receive training in their chosen subject area • Evaluation of impact to be reviewed termly – reported to SLT and Governors 	PSHE Leader	Sept 2018 and ongoing
CSE: Teaching to meet criteria for outstanding practice	<ul style="list-style-type: none"> • CSE day for years 8-9 • Evaluation of impact of teaching to be reviewed termly – reported to SLT and Governors 	DSL/PSHE Leader	Autumn Term and ongoing
HBV and Forced Marriage Training across ALL staff	<ul style="list-style-type: none"> • Ensure staff including non-teaching, volunteers and Governors have understanding of issues related to HBV and Forced Marriage and have confirmed in writing that they have read the information provided. 	DSL	Sept 2018 and ongoing

Area for Action	Improve Attendance Rates	LEAD PERSON	PD
AIM	<i>Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.</i>	MONITORING AND EVALUATION	Attendance Team House Leaders SLT Governors
Success Criteria	<ul style="list-style-type: none"> • Overall Attendance above 95% • Persistent absence rate to below 10%. • Raise attendance of vulnerable groups 		

Focus	ACTIONS	Anticipated impact	Staff	Time frame	Resources	Interim Review
Whole school attendance above 95%	Attendance office to identify new absentees	Early support given and barriers identified	JPA	Ongoing	Time for Attendance officer	
	Regular Reporting via weekly review and governors report	Increase awareness and involvement of SLT about attendance figures	JPA	Ongoing – Weekly	Time for Attendance officer	
	Celebrate successful attendance through a clear shared structure	Increase awareness of high attendance and encourage students to be in school more frequently	JPA and PD	Oct and Jan	Time for Attendance officer	
	First day calling	Early identification by attendance office	S Cridge	Ongoing		
	Raise awareness of attendance expectations with parents through	Engage parents more in the drive towards 95%	PD, JPA	Ongoing		

	parent's evenings, the school bulletin.					
Persistent absence rate below 10%	Have a clear structure of monitoring and improving low attendance levels	Clear steps of challenging low attendees	PD, JPA, S Cridge	Oct 2018	Time to review	
	Development and use of the attendance panel each half term	Low attendees and Persistent low attendees to be challenged and change behaviour	PD, JPA, S Cridge, C Griffith	Oct, Dec, Feb, April, June	Governor time Time to meet	
	Train the attendance and welfare officer to deliver workshops	Prepare the Attendance and Welfare officer to deliver sessions	JPA, C Griffith	Nov 2018	Time	
	Attendance workshops/mentoring groups utilised for students with Poor attendance	Students developing an increased awareness of why attendance is important	JPA	Nov 2018	Time	
	Back to school meeting for students	Ensure all barriers are highlighted early	JPA	Oct 2018	Time	
Reduction in the number of late marks	Late Gate and Detentions procedures in place	Sanctions that students are aware of if not in school and ready to learn	JPA	Ongoing	Time	
	Interventions for Students consistently receiving late marks to be utilised.	Changing the mind set of persistently late students	JPA	Ongoing	Time	
Reliability of SIMS registers	Monitor where registers are not being completed	Ensure registers are accurate	S Cridge	Ongoing	SIMS support	
	Monitor the use of 'Lates' by staff		S Cridge	Ongoing	SIMS support	

		Ensure registers are accurate				
Next Steps for 2019-20:						

Leadership and Management

Area for Action	Improved Financial Sustainability			LEAD PERSON	B Howell, School Business Manager	
AIM	To improve the financial position of the school both short and long term			MONITORING AND EVALUATION	Finance and Premises Governor Committee	
Success Criteria	<p>Increased income. Decreased expenditure. Invest to save options considered and if appropriate, implemented. Effective deployment of staff. Reduce the projected future in-year deficit.</p>					
Focus	ACTIONS	Anticipated impact	Staff	Time frame	Resources	Interim Review
A continual review of income and expenditure with a focus on reducing the projected future financial deficit.	<p>Reduce expenditure:</p> <ul style="list-style-type: none"> Staffing Services/ contracts Resources 	<p>A continual review of staff will ensure core tasks are carried out, at the right level with the correct allocation of time.</p> <p>Services, contracts and resources will be scrutinised on an ongoing basis to confirm that only necessary expenditure is required.</p>	<p>Senior Leadership Team</p> <p>Senior Leadership Team</p>	<p>Ongoing review over the academic year.</p> <p>Implement new sign off process from November 18.</p>	<p>All vacancies reviewed and possibly signed off by Governors.</p> <p>All invoices reviewed and signed off via SLT Line Management.</p>	
	<p>Increase income:</p> <ul style="list-style-type: none"> Retendering of catering contract Submission of CIF bids Increased pupil numbers - see marketing aim. 	<p>Ensure income is maximised to full potential:</p> <ul style="list-style-type: none"> Catering contract SLS lettings contract SEN funding Grant funding (working with Friends of the Chase). 	<p>Business Manager Business Manager Lynda Hoole</p> <p>Business Manager</p>	<p>Catering contract to be in place from January 2019.</p> <p>CIF bid submitted by December 18.</p>	<p>Minerva, Catering Procurement.</p> <p>PR Associates supporting with CIF bids.</p>	

		Links to Marketing and Community Links below.			Friends of the Chase supporting grant funding.	
	<p>Review invest to save options:</p> <ul style="list-style-type: none"> • Consider SEEF bid to support improved energy efficiencies across the school • Consider future staff requirements 	Invest to save options will support the long term financial position of the school. Certain projects may have other impacts i.e. reduced carbon footprint linked to energy projects.	<p>Business Manager</p> <p>SLT and Governing Body</p>	<p>Submission of SEEF bid in line with deadline when announced.</p> <p>Staffing to be discussed by Governors Oct 18</p>	<p>Place Partnership to support SEEF bid.</p> <p>Governor oversight of staffing and future aims.</p>	
Next Steps for 2019-20:						

Area for Action	Marketing and Community Links	LEAD PERSON	M Fieldhouse and SLT
AIM	Parents and the community are aware that The Chase is the school of choice.	MONITORING AND EVALUATION	
Success Criteria	Increase number of Year 7 students starting in September 2019 – target intake of 200 Sustained and if possible, increased uptake in the Sixth Form – target intake of 130 Ensure parents and the community are aware of good news stories. Improve communication with parents.		

Focus	ACTIONS	Anticipated impact	Staff	Time frame	Resources	Interim Review
Improved communication	Improve communication to parents through expansion of SIMS app.	Increased uptake of the SIMS application.	N Cheshire		Promote via the school bulletin	
	Bring key staff together to discuss future marketing and communication plan.	Consistent approach which is agreed and planned in advance.	Head Teacher	By December 2018		
	Share good news stories with local press.	Continued media exposure.	L Batchelor	Ongoing		
	Schedule open days/ tours for 2018/19 and share information with prospective parents.	More parents aware of open days and as a result, visit The Chase.	L Batchelor	Reviewed and agreed at the start of each term		

Community Links	<p>Continue to build on taster days using feedback to inform our practice.</p> <p>Introduce a 'More Able' competition in literacy and numeracy</p> <p>Offer days at The Chase to Year 4 to engage students at a younger age, so engagement is progressive from Year 4 onwards.</p> <p>Big Draw Event - advertised to all Primary Feeders. Repeat big draw event if successful with other departments.</p> <p>Continue to listen to parental feedback from Open Evenings to improve our practice.</p>	<p>Increase number of students visiting The Chase on taster days.</p> <p>Increase @More Able' engagement with school.</p> <p>Increase student participation in Chase activities.</p> <p>Increase community engagement to increase numbers and open school to other members of the community.</p> <p>Increase student numbers by keeping abreast of competition.</p>	<p>J Smith</p> <p>Art Staff (led by BK)</p>	<p>Year 6 students prior to October half term and Year 5 students June / July.</p> <p>October</p>		
	<p>Continue to build on the programme of Primary Sports Festivals (from year 1 through to Year 6) and Primary Competition at the Chase.</p>	<p>Increase number of students visiting The Chase on taster days.</p>	<p>C Secretan</p>			

	<p>Continue to support Primary Schools in the training of Year 5 Playground Young Leaders.</p> <p>Support Primary Schools and community sports clubs in the delivery of Primary Sports and the Worcestershire School Games by providing Chase Young Leaders.</p>	Increase the number of Chase Young Leaders delivering to prospective Chase students				
Compliance	Ensure all information is shared in a safe and compliant manor. Consider GDPR audit.	In line with GDPR legislation.	All staff	Ongoing		
Review length of school day	Review length of school day and if needed, consult on changes.	Increased length of school day.	SLT	Implement from Sept 2019		
Next Steps for 2019-20:						

Sixth Form

Area for Action	Consistency across all subject areas in the delivery of High Performing Lessons			LEAD PERSON	Richard Williams	
AIM	To have clear and up to date evidence on the areas of strength in KS5 and look to develop strategies to share this good practice across all subject areas with specific focus on subjects and staff who require support.			MONITORING AND EVALUATION		
Success Criteria	<p>All lessons to be High Performing Lessons with evidence of:</p> <ul style="list-style-type: none"> • Feedback policy applied to KS5 ensuring feedback is relevant and constructive • Clear differentiation for all abilities in the class • Students clear about their next steps in Learning • High Quality Questioning and student contributions 					
Focus	ACTIONS	Anticipated impact	Staff	Time frame	Resources	Interim Review
ALPs review to look at 4 year trends in subject areas	Feedback to SLT to support LM meetings	Support in setting departmental action plans to address any areas of concern	SLT, FLs WM	End of September	LM meeting time	End of September in the Faculty Development Plans
Learning Walks	WM and FL to cover an increased number of KS5 lessons.	<p>Clear signposting to examples of :</p> <ul style="list-style-type: none"> • Feedback policy applied to KS5 ensuring feedback is relevant and constructive • Clear differentiation for all abilities in the class • Students clear about their next steps in Learning 	WM, FL	November	Time scheduled in LW weeks	Feedback to SLT 29 th November

		<ul style="list-style-type: none"> High Quality Questioning and student contributions 				
Student folder reviews	WM to sample students work and discuss with students the feedback they receive from a cross section of subjects	Evidence to collate for a review to SLT on SDP targets and suggest strategies to share with KS5 teaching staff where good practice is being witnessed	WM , MI	November	Time	Feedback to SLT 29 th November
Student Voice sessions for Year 12 and Year 13	WM to run two sessions with a focus of differentiation, Feedback and questioning	Evidence to collate for a review to SLT on SDP targets and suggest strategies to share with KS5 teaching staff where good practice is being witnessed	WM	November	Time	Feedback to SLT 29 th November
KS5 Teaching and Learning Conference	WM to organise a T&L conference for Chase KS5 staff to share feedback from the review. Signpost to areas of HQ delivery and develop additional guidance for HQ practice in KS5	Greater consistency which is demonstrated in KS4 to be applied to KS5. ALPs data in time to show consistent progress of all groups of students.	WM MI	April	Time on TED day? CPD session on Monday night?	June 2019
Next Steps for 2019-20: Learning walks and observations to show High Performing Lessons across all subjects						

Area for Action	Support for all students to ensure mental and physical well being	LEAD PERSON	Richard Williams
AIM	To have a coherent and encompassing support mechanism that can either directly support or sign post students to support in order to achieve their potential in KS5 and beyond	MONITORING AND EVALUATION	
Success Criteria	<ul style="list-style-type: none"> • Published road map for support • PSHE provision in tutor time to cover topics such as sexual health and mental well being • Academic and pastoral mentoring programmes to support the most vulnerable • A published programme for 2019-2020 to take into account the proposed changes in the school day 		

Focus	ACTIONS	Anticipated impact	Staff	Time frame	Resources	Interim Review
Academic Mentoring	Identified list of underperforming students from Year 12 MI to mentor students with regular meetings	Increased attendance Close links with parents Consistent homework produced Study space for them to work after school	MI	Sept - June	Time already allocated	January exam results
Pastoral mentoring	Students presenting concerns will see LM on regular basis. They will be early intervention students with focus on supporting issues before they manifest	Increased attendance Consistent performance Individual well being	LM	Sept - June	Time	Easter 2019

Road map to well being	Comprehensive document signposting students to all the various support services we have in school, locally and nationally. This will also form a prominent display	Raised awareness of support provision for students and parents- any document will be designed to be fluid to reflect the nature of provision in the community Reduced absenteeism	WM, LM	Oct – Easter 2019	Time , printing and display costs	Jan 2019
Liaison work with partner sixth form to observe outstanding provision	WM to visit another sixth form school to observe and focus on provision and link to outcomes – Possibly Prince Henrys	New ideas and methods to be implemented in school	WM possibly MI	January/ February 2019	Time	
Tutor time programme	Write the tutor programme for the new school day covering all aspects of required provision as well as support for all of our students	Consistent and planned provision for smooth roll out in 2019	WM , LM, LP	March 2019 July 2019	Time	June 2019
Next Steps for 2019-20:						
Implementation and review of the new tutorial system						

Area for Action	Integration of Sixth Form students into wider school life	LEAD PERSON	Richard Williams
AIM	Sixth form students to be seen as approachable role models who students in lower years can relate to and be seen as role models in their own development	MONITORING AND EVALUATION	
Success Criteria	Student recruitment numbers to increase to 60% of cohort from Year 11 (last year 2018 58% 2017 56% 2016 36%) Year 7 to recognise and have opportunity to speak to sixth form students.		

Focus	ACTIONS	Anticipated impact	Staff	Time frame	Resources	Interim Review
Senior team to take a lead on the monitoring of Year 11 prefects	On a rota basis students will support and supervise the Year 11 prefects at break and at lunchtime	Sense of support from Year 11 Empowerment from the Year 13 Opportunity to build rapport between Year 11 and sixth form	WM PH	October	Time to organise	December
Front office support and PSC support	Students to have presence in both areas This will be done through a job advert and there will be a tangible reward at the end of the year.	Work experience for sixth form students Vulnerable students able to build a rapport with role model.	WM LM PH	October - June	Trip funding from sixth form budget	January

To build on the Year 10 drop down	<p>Year 9 options workshops</p> <p>Year 12 and 13 students to deliver – This is what I did and why talks!</p> <p>Year 7 workshops on how to succeed at The Chase A range from G&T to PP students explain what it is they have done and how they have achieved success</p>	<p>Help support Year 9 with options process</p> <p>Introduce Year 9 to sixth form space and areas – mini tours</p> <p>Raise aspiration for Year 7 Possible mentor links Mind-set that Chase Sixth Form is only progression route for most students</p>	<p>WM and House Leaders and PD</p> <p>WM Hls and PD</p>	<p>Jan onwards to options day</p> <p>Summer term</p>	<p>Tutor time sessions per house</p> <p>Tutor time sessions per house</p>	
<p>Next Steps for 2019-20:</p> <p>Review steps and assess impact to either expand developments or send in different direction.</p>						