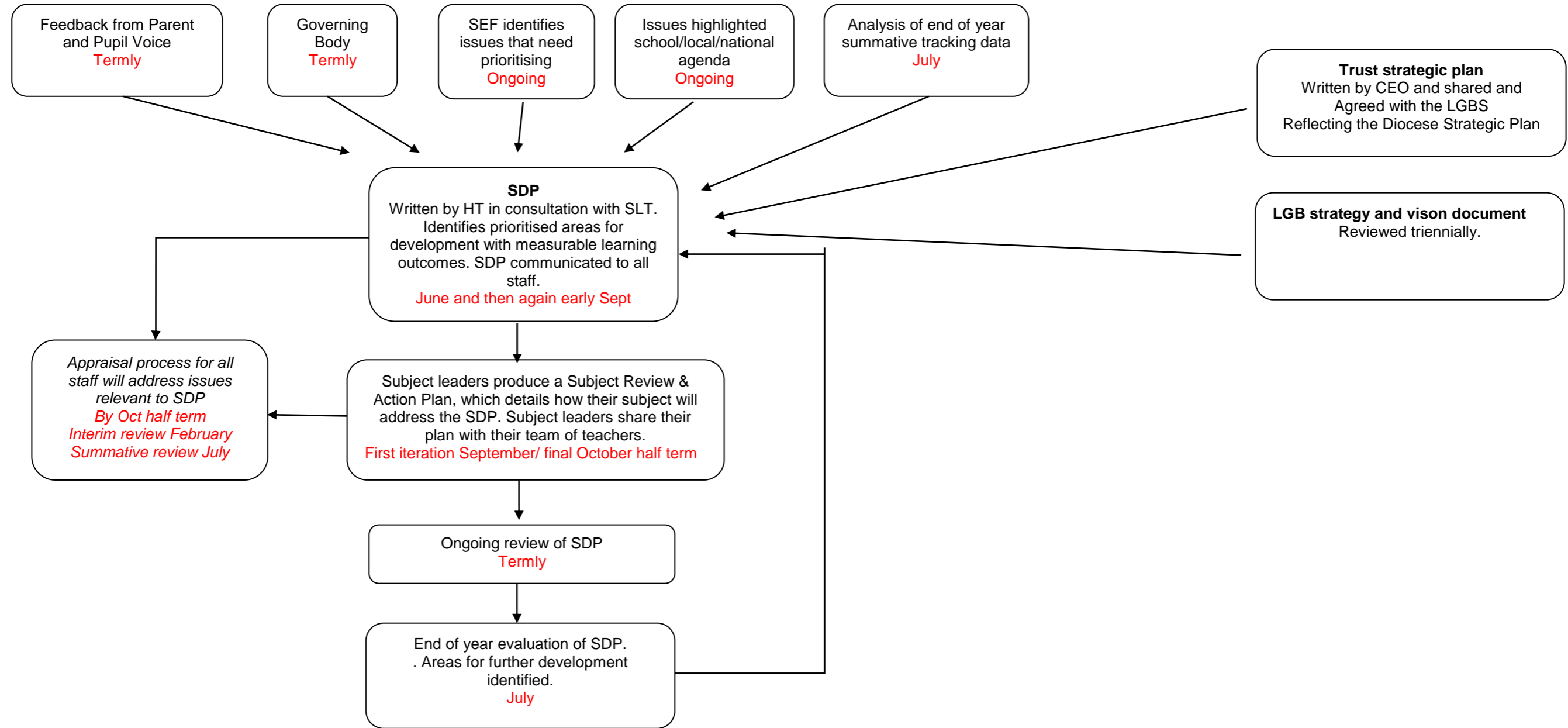




The SDP process at Oaklands: An integrated framework for continued improvement





Action Plans 2021-22

Notes

- All action plans run from September 2021 to July 2022.
- The plan contains many elements that relate to 'back to basics' or elements of school life that have been impacted as a result of the pandemic
- There is an action plan for each focus area of the Ofsted framework, ensuring that we are focusing on priority areas. (Link between this and SEF to be established)
- As far as possible the targets within the action plans are measurable, making evaluation straightforward and precise, and the specific outcomes of each target are given.
- HODs produce subject development plans which detail how their subject addresses the targets contained in this plan.
- HOYs will also be expected to write plans for their year groups.
- The SLT will review this SDP termly (in December, March and July).
- The school's Pupil Premium / disadvantaged Action Plan will be produced separately should be read alongside this SDP. (This is still to be written)
- The 2021 plan has been punctuated by the pandemic, so elements have rolled forward.

ACTION 1: Continue to develop the Catholic life of the school

Target	Current position	Impact / Outcome	Strategies/Actions	Timescale	RAG
1.1 Develop ways of engaging students and developing their spiritual identity.	<ul style="list-style-type: none"> Existing model of whole school and year assembly worship has been disrupted through COVID-19; 2 year groups have little experience. 	<ul style="list-style-type: none"> Staff and pupils are fully inducted into the Catholic life of the school. Maintain opportunities for spiritual development of the whole community. <p><i>Evidence: work of Chaplaincy group, feedback from students. Observations of activities. Healthy numbers of students participating in worship</i> <i>Visual evidence of iconography and signage</i></p>	<ul style="list-style-type: none"> MQ Develop the role of the Chaplaincy team to help support worship in form time MQ & SW Improve the iconography around the school site- hall foyer, and individual blocks to have key iconography and signage in house style MQ Find opportunities outside of Tutor Time to engage in prayer Find creative ways to use technology to help students engage in Eucharistic celebration MQ Promote and celebrate diversity and equality whilst upholding Catholic traditions through a range of curricular and extra-curricular activities 		
1.2 Develop Catholic values and virtues through curriculum delivery <i>Continuation from 2020-21 plan</i> <i>LM6</i>	<ul style="list-style-type: none"> Romero Award first level. Virtues and Values delivered but not explicit or consistent 	<ul style="list-style-type: none"> Through the curriculum, in its widest sense, we plan to develop a rich seam of Virtues and Values into all the students in our care. These Virtues stem from the Beatitudes. These are defined in the Oaklands curriculum 3I's documentation <p><i>Evidence: lesson observation, curriculum maps</i></p>	<ul style="list-style-type: none"> MQ Audit with HODs where these Values and Virtues are currently delivered. MQ Staff to be provided with opportunities for CPD and INSET in order for them to incorporate age appropriate ideas into the relevant plans for both curriculum and Collective Worship MQ Continuation of the Romero Award to support the same MQ Develop a virtues theme through The Oaklands Way (TOW) ethos element MQ Create practical learning experiences that support students to live these Values and Virtues in their daily lives 		
1.3 Ensure issues and attitudes around ethnicity and cultural diversity are being discussed and explained with pupils and staff <i>BA4</i>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Teachers confident in discussing issues with pupils – both formally in form time and informally as issues arise. Youngsters from ethnic minority groups feel completely included in the school community <p><i>Evidence: Pupil Voice resources. Form time learning audit.</i></p>	<ul style="list-style-type: none"> BL to review Pupil Voice topics on racism and diversity and include information and resources relevant to different cultural groups BL to share teaching resources and strategies with teachers Form teachers to deliver session in form time 		



Target		Current position	Impact / Outcome	Strategies/Actions	Timescale	RAG
1.4	<p>Continue to implement a PSHE programme through PDC and RSE that meets the requirement of the Catholic church</p> <p><i>Continuation from 20-21 plan</i></p> <p>PS5 QE8</p>	<ul style="list-style-type: none"> RSE Policy has been approved Resources for RSE are Diocesan approved PDC curriculum has been re-written to complement the RSE curriculum PDC has been extended to Year 11 RSE/PSHCE needs to be fully reflected in KS5 curriculum 	<ul style="list-style-type: none"> Students will experience a more coherent Personal Development Curriculum RSE curriculum will be compliant with statutory requirements Oaklands' RSE curriculum will be in keeping with the teachings of the Catholic church <p>Evidence: Analysis of parent feedback to online survey, feedback from students, curriculum audit, use of external agencies</p>	<ul style="list-style-type: none"> MD/BL student feedback on the curriculum to inform the impact of the curriculum. BL Staff training on the delivery of the RSE curriculum AB Delivering aspects of the curriculum which require external agency input through virtual methods (Link with JLB) BL revaluation of PDC/RSE/RE curriculum post-16 		
1.5	<p>Embark on a programme of Catechesis and faith development</p>	<ul style="list-style-type: none"> Years 7-11 62% Catholic Year 7 September 2021 48% catholic 	<ul style="list-style-type: none"> Students feel confident to engage in the tradition and practice of the Catholic Church <p>Evidence: student engagement in the spiritual life of the school</p>	<ul style="list-style-type: none"> MQ Place with formation within the curriculum for Year 7 (1 RE lesson) MQ Restart Youth Alpha 		



ACTION 2: The Quality of Education

Target	Current position	Impact / Outcome	Strategies/Actions	Timescale	RAG																																				
<p>2.1 Address any pupil progress issues (whole school, subject specific, year group and individual pupil) arising from COVID-19 in the 20/21 Ac year</p> <p>QE3,5,6, 9 and 10 PS1</p>	<table border="1"> <thead> <tr> <th>A Level Headline Measure</th> <th>2019 Result (%)</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>A*-A</td> <td>40.4</td> <td></td> </tr> <tr> <td>A*-B</td> <td>68.6</td> <td></td> </tr> <tr> <td>A*-C</td> <td>86.5</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Headline Measure</th> <th>2019</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>% 9-4 English</td> <td>94.60</td> <td></td> </tr> <tr> <td>% 9-4 Maths</td> <td>79.00</td> <td></td> </tr> <tr> <td>%9-5 English</td> <td>86.00</td> <td></td> </tr> <tr> <td>% 9-5 Maths</td> <td>59.00</td> <td></td> </tr> <tr> <td>% 2 x 9-4 Science</td> <td>81.53</td> <td></td> </tr> <tr> <td>% Achieving standard Ebacc</td> <td>36.04</td> <td></td> </tr> <tr> <td>Average Att 8 Score</td> <td>53.67</td> <td></td> </tr> </tbody> </table>	A Level Headline Measure	2019 Result (%)	2022	A*-A	40.4		A*-B	68.6		A*-C	86.5		Headline Measure	2019	2022	% 9-4 English	94.60		% 9-4 Maths	79.00		%9-5 English	86.00		% 9-5 Maths	59.00		% 2 x 9-4 Science	81.53		% Achieving standard Ebacc	36.04		Average Att 8 Score	53.67		<p>By July 2022:</p> <ul style="list-style-type: none"> All pupils performing at or above level at which they were performing in March 2021. <p>By end of end of Summer term:</p> <ul style="list-style-type: none"> All students have teacher ARE or above. <p>Evidence: Annual subject review (document and meeting with SLT). End of term progress data.</p> <p>Evidence: IT support team will have data showing that students with laptops are using them, student engagement data will be in line with peers in the event of a lockdown. Student voice and class charts data will identify that awards are being given in line with The Oaklands Way.</p>	<ul style="list-style-type: none"> MD Teachers to carry out assessment using range of strategies to identify where learning has been most impacted. MD/HODs to review assessment data and put intervention and recovery plans in place (whole year group/class and individual pupil) recovery plans to consider curriculum content and pedagogy. To include the use of 1:1 support. HODs to address identified issues from the monitoring review framework. AH to highlight underperforming pupils and/or groups of using the half termly data drops and report to SLT. BL develop an understanding of the impact of pandemic on post-16 learning and develop action plan to mitigate. AH to analyse progress data with HOYs and present to SLT HODs to focus on strategies that will make a difference for example retrieval of information. MD Undergraduate mentor scheme to support learners to continue and be evaluated. HODs Subject staff to use data to identify needs and plan to meet the same, so that there is greater accountability for outcomes so students are getting the right amount of challenge KS3-KS5. HODs Department CPD to reflect Feedback/assessment and meta cognition. SW focus on rewards for effort and attainment- liaise with AB to ensure consistency- refocus scheme after move to ClassCharts SW close monitoring and intervention where required of students who have access to DfE laptop scheme- ensure middle leaders know how to identify and refer students for the scheme AH: Work with HODs to ensure clarity of ARE and this is disseminated through departments 		
A Level Headline Measure	2019 Result (%)	2022																																							
A*-A	40.4																																								
A*-B	68.6																																								
A*-C	86.5																																								
Headline Measure	2019	2022																																							
% 9-4 English	94.60																																								
% 9-4 Maths	79.00																																								
%9-5 English	86.00																																								
% 9-5 Maths	59.00																																								
% 2 x 9-4 Science	81.53																																								
% Achieving standard Ebacc	36.04																																								
Average Att 8 Score	53.67																																								
<p>2.2 Re-establish support systems for the most vulnerable and disadvantaged learners</p> <p>QE10</p>	<ul style="list-style-type: none"> In some areas classroom practice has suffered as a result of pandemic Some disadvantaged learners are not being supported or being given additional classroom support 	<ul style="list-style-type: none"> Disadvantaged/vulnerable learners start to make expected progress or better Increased independence of vulnerable accessing the curriculum <p>Evidence: Lesson observations, student voice, data, department minutes.</p>	<ul style="list-style-type: none"> MQ/AB reinforce with staff the importance of reading passports and taking actions. AB close observation of students in learning environment AB Correct level of challenge where students not being supported AB Sharing of specific practices used to enable access to specific curriculum subjects AB Reintroduction of learning maps AB Every department to have SEN champion 																																						



2.3	Review KS3, KS4, KS5 curriculum ensuring that it continues to fully address needs of all pupils and that there is consistency across the curriculum in the development of skills, knowledge and values QE8	<ul style="list-style-type: none"> KS4 curriculum has compulsory humanities for all students and vast majority of students take an MFL 	<ul style="list-style-type: none"> All KS4 courses lead to formal qualification at appropriate level. All pupils can access a range of qualifications across the full curriculum (core, options, enrichment) <p><i>Evidence: Summer 2021 KS4 results, Qualifications booklet</i></p>	<ul style="list-style-type: none"> AH to review Year 11 results 2021 – are all pupils leaving with range of qualifications at appropriate level? MD to survey qualifications offered at similar schools – are we missing out on anything? MD to investigate alternatives as appropriate. MD/AH to produce subject audit with recommendations for curriculum and qualifications for 2022-24. MB Pupil and Parent surveys re. qualifications MD Any changes needed are incorporated into timetable planning for 2022-23 MQ Engage external consultants undertake subject deep dive. 		
Target	Current position	Impact / Outcome	Strategies/Actions	Timescale	RAG	
2.4	Further develop a culture of sharing and discussion re. TOW and leadership strategies such that 'best practice' becomes the norm across school. QE4, 7	<ul style="list-style-type: none"> Key elements of TOW have lost direction as a result of COVID-19, for example the teachers tool kit. 	<ul style="list-style-type: none"> Best practice strategies are adopted by all staff with consequent improvement in quality of teaching and learning across the school. At least 90% of observed lessons are judged to be outstanding with key features of TOW evident. Subject leadership is of a uniformly high standard across the school. <p><i>Evidence: Learning audits, appraisal lesson observations</i></p>	<ul style="list-style-type: none"> BL significant exposure of all staff to TOW and its 'brand' BL/MD to ensure TOW scrutiny forms part of HOD learning walks/lesson observations BL to re-launch peer-coaching for teachers and TAs which will be linked to appraisal. BL to develop a facility for sharing resources, curriculum ideas etc BL to organise shop window event that demonstrates how we can continue to use the best practice in the use of on-line learning platforms BL/MQ/MB to develop the role of professional coach and peer mentors to share best practice 		
2.5	Re-embed the quality of assessment information	<ul style="list-style-type: none"> Nature of assessment has become varied due to COVID-19 in 2020-21 Departments have assessment and marking policies that reflect the distinctive nature of their subject Student engagement in feedback need to improve 	<ul style="list-style-type: none"> Data drops six times a year, but reduction in information collected depending on subject; information reported to parents half-termly. One assessment in detail per half term embedded in departments Assessment not just book marking – live marking (cameras etc) used for collective feedback. Embed ARE in all subjects <p><i>Evidence: Book checking via learning walks, departmental minutes (sharing best practice) Student interviews /conversations</i></p>	<ul style="list-style-type: none"> MD audit how assessment information is being used to inform progress and T&L MB Teachers to explain to pupils how their work is marked and give them time to respond to comments MB HODs to remind staff of marking and assessment policy at the start of each term. SLT Exemplars of best practice through LM meetings MB Assessment contracts in front of books MB Department assessment descriptors provided in books 		
2.6	Ensure that literacy for learning is a key element in all department delivery at KS3 and KS4 and becomes part of the shared language for TOW QE1, 2	<ul style="list-style-type: none"> Whole school approach suffered during 2020-21 Varied approach department to department. Many departments focus on extended writing for examination 	<ul style="list-style-type: none"> Students are comfortable using subject related vocabulary Staff have confidence as teachers of literacy within their subject Improve outcomes in different styles of answers in assessments and ensure students are confident in identifying these <p><i>Evidence: Curriculum programmes, schemes of work, book sampling Lesson observation and learning walks New literacy plan in place after departmental literacy audit EEF Literacy strategy in place</i></p>	<ul style="list-style-type: none"> SW School literacy plan developed which includes the development of literacy across STEM subject areas SW CPD for staff on literacy for the subject, delivered whole school and through department time – based on embedding the EEF literacy strategy Focus on oracy and the correct use of language in Q&A SW Use of Flying Start for subject based literacy, eg. reading related to the curriculum subject 		



ACTION 3: Behaviour and Attitudes

Target	Current position	Impact	Strategies	Timescale	Resources
<p>3.1 Minimise ongoing impact of closure over the previous 12-18 months on pupil behaviour.</p> <p>BA1, &5</p>	<ul style="list-style-type: none"> Considerable variance in how lockdown has impacted on students Evidence of poor language 	<ul style="list-style-type: none"> Pupil behaviour not impacting negatively upon delivery of high-quality lessons. <p>Evidence: <i>Reported behaviour incidents to be at same level or lower than 2019-20.</i></p> <p><i>Pastoral support plan and action plan for Year 11</i></p>	<ul style="list-style-type: none"> MB Prioritise pupil supervision at break/lunch time and movement around school. SLT to ensure expectation of usual high standards of behaviour (including uniform, punctuality etc) and staff consistent in applying rules and imposing sanctions. MQ increase number of assemblies for year groups where key messages requires additional reinforcement Behaviour /Inclusion team (Yo) to have high profile around school throughout the day – proactive response with specific groups/pupils AB Additional pastoral support for Year 11, monitor the impact of the same. SLT and Behaviour/Inclusion team to strong presence around school at breaks/lunchtimes/ and during lessons. (SLT pairs to monitor during Learning Walks) 		Staff time
<p>3.2 Behaviour and attitudes to continue to be a focus of all learning audits and lesson observations</p> <p>BA1</p>	<ul style="list-style-type: none"> Behaviour by most students in most lessons is good. Still some low level disruption 	<p>SLT aware of strengths and weaknesses across school and can consequently implement any remedial actions swiftly</p> <p>Evidence: <i>Learning audits and walks</i></p>	<ul style="list-style-type: none"> SLT to carry out formal learning audits every half term (learning walk, book scrutiny plus student voice) 		
<p>3.3 Improved communication across school re. strategies for dealing with pupils who show challenging behaviours</p> <p>BA1</p>	<ul style="list-style-type: none"> SIMS system does not easily allow communication. Duplication of tasks Reward system suffered as a result of COVID-19 	<ul style="list-style-type: none"> More consistent approach across school. Pupils feel more secure in where boundaries lie and rewards/sanctions. Improved behaviour in and out of lessons. Staff feel supported and confident (staff wellbeing). <p>Evidence: <i>Behaviour Plans, minutes of meetings, records of behaviour incidents, staff survey Class charts data</i></p>	<ul style="list-style-type: none"> AB introduction of Class Charts to allow closer monitoring of behaviour and more immediate responses to negative and positive behaviour. AB to use Class Charts to help improve home-school communication SW Re-establish a culture of rewards. AB Termly whole staff updates from Behaviour Team to all staff AB Behaviour Team to improve communication when integrating pupils back into lessons who have been working for an extended period in Focus. Plan shared with all staff concerned prior to pupil's return to lessons. AB Use of Class Charts to help embed consistency across staff in rewarding and applying sanctions for certain behaviour 		Staff time
<p>3.4 Address issues identified within Diana Award action plan</p> <p><i>Continuation from 2020-21 plan</i></p>	<ul style="list-style-type: none"> Bullying dealt with effectively when it occurs Issues exist with social networking outside of school, then come into school. Perception from some parents that because they do not get the result they want it is not being dealt with 	<ul style="list-style-type: none"> Increased staff/parent/student awareness of what is and isn't bullying. Bullying issues dealt with promptly, effectively and consistently. Number of instances of bullying are reduced Pupils and parents confident that bullying is taken seriously at Oaklands Achieve next stage Diana Award <p>Evidence: <i>Diana Award action plan, minutes of meetings, staff, pupil and parent surveys, data on reported incidents of bullying, pupil focus groups,</i></p>	<ul style="list-style-type: none"> AB Student Ambassadors identified in each Year Group and circulated on the anti-bullying assembly AB TOW to have a regular anti bullying focus AB Apply for next stage of Award 		



Target	Current position	Impact	Strategies	Timescale	Resources
<p>3.5</p> <p>Improve the role of the Form Tutor</p> <p><i>Continuation from 2020-21 plan</i></p> <p>BA5</p>	<ul style="list-style-type: none"> • Most tutors are consistent and ensure tutees are ready to learn • Tutors' contact with parents is inconsistent • HOYs find it difficult to monitor the quality of tutor time • Many tutors are confident to lead prayer and liturgy; some require further support • Many tutors use TOW PP's to embed the ethos and culture of the school with students but there are inconsistencies. 	<ul style="list-style-type: none"> • Most students are in tutor groups with excellent pastoral care; others experience care which is inconsistent or not totally allied to the ethos and culture of the school. • Improvement in the consistency of message related to behaviour and standards in lessons and around school • This can result in messages not being communicated effectively and impacting on the behaviour and attitude of some students. <p>Evidence: HOY's monitoring documents, Ethos walks, student voice. training</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • AB Further tutor support given at induction with support from Oaklands mentors and coaches • AB Buddying with strong tutors / undertake shadowing or observations • Use of professional coaches to model best behaviour and undertake Ethos Learning Walks • MQ Support for worship given by Chaplain • MQ AB Staff CPD - Expectations and Guidance for Form Tutors • MQ AB Detailed Monitoring Process undertaken by Year Heads and SLT to evaluate the quality of tutor time. 		
<p>3.6</p> <p>Development and implementation of a programme of mental health and emotional wellbeing support.</p> <p>BA2</p>	<ul style="list-style-type: none"> • Increasing number of students suffering from mental health issues across the spectrum 	<ul style="list-style-type: none"> • To ensure that mental health and emotional well-being 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 • To give mental health a high profile and create a culture promoting positive mental health and being • Empower staff and students to identify mental ill health <p>Evidence: outside agencies in to do training, evaluation of class charts data for the students involved. PDC /RSE lesson plans and resources. Results of student survey</p>	<ul style="list-style-type: none"> • SW mental Health and Emotional wellbeing group including students and staff to identify areas of support needed and monitor effectiveness. • AB/ SW Development of support programmes/groups including anxiety and stress, trauma, resilience, self-esteem, anger-management and drugs and alcohol • MQ Consider PDC curriculum and how to increase emotional wellbeing teaching across all year groups – this may be developed • BL Ensure whole school approach to healthy relationships is adopted and becomes an element of TOW 		



ACTION 4: Personal Development

Target		Current position	Impact	Strategies	Timescale	Resources
4.1	Improve peer to peer relationships and interactions between girls and boys. PD2	<ul style="list-style-type: none"> School replicates some of the concerns that exist in wider society 	<ul style="list-style-type: none"> In school feels a safer place than out of school Students report incidents <p>Evidence: TOW PP and PDC SOW, decrease in behaviour incidents in free time and outside of school</p>	<ul style="list-style-type: none"> All students to engage in on line survey AB link responses to the PDC/RSE curriculum and TOW SLT Greater focus on challenging inappropriate behaviours during student social time Consider strategies that make students feel safe, eg increased use of CCTV 		
4.2	Increase the extra-curricular offer available to students within school. PD4	<ul style="list-style-type: none"> Extra-curricular uptake post pandemic minimal Some steps made in terms of DofE and PE 	<ul style="list-style-type: none"> Increase in number of active sports teams in school Increase in number of 'fringe' extra-curricular activities Increased pupil uptake of activities Increased involvement of girls Improved behaviour at lunchtime Improved health of pupils <p>Evidence: Extra-curricular timetable, registers from extra-curricular activities</p>	<ul style="list-style-type: none"> MB work with PE Department to see what competitive sport can take place along with training sessions. Tennis has already started, but the Federation are looking to start fixtures again in September. MB Encourage staff to open up all previous extra curricular activities MB Publish a comprehensive trips and visits programme 		
4.3	Development of work related learning programmes PS2	<ul style="list-style-type: none"> Work related learning progs moved on line during pandemic Face-to-face work experience limited 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> BL sixth form. Use of Unifrog to support and record work related learning experiences during Y12 BL Continued development of virtual work related learning experience Development of Oxbridge group to support work experiences in Veterinary, Dentistry and Medical spheres BL Support key sixth form tutor to record and monitor work experience 		



ACTION 5: Leadership and Management

Target	Current position	Impact / Outcome	Strategies/Actions	Timescale	Resources	
5.1 LM1	<p>Continue to keep school by maintaining effective systems for:</p> <ul style="list-style-type: none"> Delivering high quality education Keeping the school environment safe Managing staff absence Supporting pupil and staff welfare 	<ul style="list-style-type: none"> Uncertainty over impact of COVID-19 post September 2021 School has system in place to isolate students <p>Evidence: Day-to-day observation, formal learning audits, risk assessment</p>	<ul style="list-style-type: none"> School runs as normally as possible and pupils making expected progress. Effective systems are in place to mitigate against any further curriculum disruption in 2021-22 <p>Evidence: Day-to-day observation, formal learning audits, risk assessment</p>	<ul style="list-style-type: none"> TF Risk assessment in place and updated regularly in line with Government advice TF Protocols within risk assessment for managing cases issues are followed. AH Systems in place for covering for absent teachers SLs to continue review their remote learning provision as part of annual subject review and, if necessary, modify and update resources SW/AB Systems in place for supporting pupil and staff welfare/wellbeing. 		
5.2 LM5	<p>Promote a culture of sharing and discussion re. teaching, learning and leadership strategies such that 'best practice' becomes the norm across school.</p>	<ul style="list-style-type: none"> TeachMeets were a successful vehicle for this pre pandemic Sharing of resources across teams has improved over the pandemic period 	<ul style="list-style-type: none"> Best practice strategies are adopted by all staff with consequent improvement in quality of teaching and learning across the school. At least 90% of observed lessons are judged to be outstanding. Subject leadership is of a uniformly high standard across the school. <p>Evidence: Learning audits, appraisal lesson observations</p>	<ul style="list-style-type: none"> BL Introduce peer-coaching for HODs BL INSET time – HODs to visit other schools with follow up session in school BL Online 'Show & Tell' INSET session in Spring term related top sharing of resources from the Teacher Toolbox such as the dialogic learning environment 		
5.3 LM 2&3	<p>Further develop role of HODs and HOYS in monitoring delivery of their subjects/Pastoral provision through TOW monitoring framework</p>	<ul style="list-style-type: none"> Some inconsistency lost as a result of pandemic 	<ul style="list-style-type: none"> Key elements of visible learning in all lessons. Curriculum and assessment regimes are appropriate for all pupils in all subjects Consistency in the development of pastoral care <p>Evidence: Learning audits. Minutes of curriculum meetings. Overviews of curriculum and assessment. Annual subject review. Appraisal.</p>	<ul style="list-style-type: none"> AB HOYs to develop their own pastoral plans for their year groups and publish. BL HODs to continue to increase awareness of all elements of TOW in dept meetings, lesson materials (e.g., slide templates and classroom displays) BL Increase use of dialogic environment to develop learner understanding through (trained) talking in lessons to redevelop socio-cultural learning lost last year 		
5.4 LM3	<p>Ensure a rigorous whole school self-evaluation programme is maintained</p>	<ul style="list-style-type: none"> Self-evaluation and monitoring schedule published. Data points affected by pandemic in last cycle Parent voice punctuated by COVID-19 Difficult to track impact through departments 	<ul style="list-style-type: none"> SLT and GB have an accurate and thorough understanding of school's strengths and weaknesses and can therefore develop plans for sustained improvement <p>Evidence: SDP RAG, Minutes of meetings and logs, parent survey responses</p>	<ul style="list-style-type: none"> MQ Keep up-to-date with national initiatives and priorities (Ofsted, DfE etc) via meetings and courses MB re-engage parents though online surveys SLT to pair to review subject monitoring MQ Termly subject audit of the 'Big 4' MD One learning audit per subject per year 		
5.5 LM4	<p>Deliver a CPD programme that addresses needs identified by SLT and staff. Specifically:</p> <ul style="list-style-type: none"> Capitalise on gains made whilst learning has been online Statutory updates Provision for staff on the ECF 	<ul style="list-style-type: none"> Significant progress made during pandemic on online learning Some statutory and regulatory training soon to expire 	<ul style="list-style-type: none"> All CPD addresses targets from this SDP. Programme of CPD positively received by staff who are able to identify impact. Teaching staff proficient in the preparation of remote learning packages which include use of recorded video/audio. All staff agree that the school supports their professional development. <p>Evidence: SDP review July 2022. Minutes of meetings. CPD calendar, CPD evaluations. Record of staff attendance on courses.</p>	<ul style="list-style-type: none"> BL to develop CPD calendar which addresses key issues from this SDP. BL, AH and MQ to prioritise training needs – new staff and specific curriculum and whole school issues from this SDP MQ/MB to define the role of the tutor and mentor and how this integrates with the ECF BL to research video options and deliver training to teachers BL to oversee evaluation and feedback process subsequent to attending any course: staff member to feedback formally via most appropriate meeting (eg. curriculum, whole staff). SLT to support staff who are pursuing professional qualifications/ training (not necessarily financial support). AB to ensure all staff receive necessary Safeguarding training TF Health and Safety update 	Staff time. Training.	



Target		Current position	Impact / Outcome	Strategies/Actions	Timescale	Resources
5.6	Continue to leadership capacity and capability so that there is continuity of leadership, particularly in areas where Catholic leadership is essential LM4	<ul style="list-style-type: none"> Catholics in key positions with SLT A number of colleagues have taken on new leadership responsibilities Change of SLT responsibilities starting in September 2021 	<ul style="list-style-type: none"> Robust succession planning in place LGB have a range of options including only internal advertising for key roles <p>Evidence: CPD record staff engaging on courses; development progs active within school</p>	<ul style="list-style-type: none"> MQ/BL Provide CPD opportunities in Catholic School Leadership MQ Actively manage careers through job experiences and formal programmes MQ Provide high quality leadership coaching and mentoring MQ Gain access to local and national leaders of education (LLEs and NLEs) who can offer a first-hand and practical source of expertise and guidance to developing leaders and can be accessed in regions across the country 		
5.7	Develop the correct management structure within the Sixth Form to support and improve outcomes	<ul style="list-style-type: none"> Head of Sixth Form and others in key roles Insufficient capacity to support disengaged learners 	<ul style="list-style-type: none"> All members of Sixth Form team have defined roles and responsibilities Improvement in pastoral and academic support Roles have an impact on student outcome <p>Evidence:</p>	<ul style="list-style-type: none"> BL Review existing provision including key tutor responsibilities BL Redefine structure for admin staff at KS5, specifically second admin post 		



ACTION 6: Ensure that the school can operate within the resources available and sustain itself for the long term

Target	Current position	Impact / Outcome	Strategies/Actions	Timescale	Resources	
6.1	Implement a financial package to bring the school back into in-year surplus over a 3-year period	<ul style="list-style-type: none"> Forecast outturn for 2021 - this is a break-even position There are several assumptions that have been made to arrive at these forecasts which may vary with time. Impact of COVID-19 on-cost centres makes forward projections difficult 	<ul style="list-style-type: none"> Impact - Subject to confirmation of the audited carried forward figure our reserves are likely to drop to a level which would not be able to cover any emergency expenditure and could be a significant financial risk. Outcome – to bring the in-year and Year 2 forecast outturn into balance/surplus <p><i>Evidence: The in-year forecast is now projected to be in balance. This has been achieved by not replacing staff for the last half term of the academic year. Maximum utilisation of in-house staff to deliver catch up schemes and managing and running the LFT centre has meant that maximum benefit has been gained from the available grants</i></p>	<ul style="list-style-type: none"> MQ,TF Implement staff succession plan that reduces overall staffing costs without significant impact on teaching and learning TF Regular reporting to SLT, Governors and Trustees TF Review of contracts nearing break points to ensure continuing relevant need and VFM TF lever any financial advantage as a result of another school joining ESCAT 	Ongoing	
6.2	Ensure that the school's physical environment, facilities and equipment continue to be fully accessible to all pupils, especially those with more complex needs	<ul style="list-style-type: none"> We now have more children with restricted mobility and other complex needs which need to be catered for in relation to the school's physical environment, facilities and equipment 	<ul style="list-style-type: none"> Impact – without the right physical provision some students will not be able to access all aspects of school life Outcome - All pupils able to access all aspects of school life. <p><i>Evidence: In liaison with Hampshire County Council some improvements have already been made to accessing some of the school buildings at LA cost. The school has also made improvements through the CIF Project in Romero Block and by fitting handrails on the slope leading down to the Sports Hall. Further discussions are being held with the LA to secure improvements to the other school buildings.</i></p>	<ul style="list-style-type: none"> TF Update accessibility audit and access plan TF Deliver accessibility improvements, liaising with other stakeholders including the local authority TF Prioritise resources to meet the required needs 	Ongoing	
6.3	Ensure that departments have the resources that help students learn	<ul style="list-style-type: none"> Departments are provided with a budget to reflect their current teaching load at all key stages Departments have been allowed to carry over a proportion of their surplus monies from last year to support required expenditure this year 	<ul style="list-style-type: none"> Impact – without sufficient resourcing departments will have difficulty in delivering the required resources that help students learn Outcome – sufficient resources are provided within the overall financial budget. <p><i>Evidence:- Departments have had access to funding from their allotted curriculum budgets after a short moratorium on expenditure during lockdown. Throughout the period HODs have had access to additional monies from the catch up grant and also from the School's curriculum support budget where required</i></p>	<ul style="list-style-type: none"> TF Defined departmental budgets with carried forward figures allowed TF Access to curriculum support additional monetary support TF Approval of bids to the OFPA for particular support required TF, MQ specific support for new HODs 	Ongoing	



Target		Current position	Impact / Outcome	Strategies/Actions	Timescale	Resources
6.4	Achieve substantial improvements in school infrastructure	<ul style="list-style-type: none"> Over the past few years, a significant amount of improvement has been made to the school infrastructure using CIF grants most recently Thomas More fenestration 	<ul style="list-style-type: none"> Impact – without a rolling programme of substantial improvements the school infrastructure will deteriorate to unacceptable levels. For larger projects this is dependent on successful CIF bids. Outcome – a safe and modern school infrastructure which promotes outstanding teaching and learning <p>Evidence: - The school has continued to submit 2 CIF bids each year with a good level of success. The latest CIF project to be completed is the re-fenestration of T Block. We are awaiting the outcome on this year's CIF bids for heating replacement and the sports hall. Other minor works have been completed or are planned using DFC and School resource budget,</p>	<ul style="list-style-type: none"> TF Boiler upgrades TF Future CIF projects: Sports Hall, White House 	Ongoing	