Slough and Eton Church of England Business and Enterprise College

School Development Plan
2020 – 2021

Working Document

December 2020 Update

Work Hard – Be Nice – No Excuses

Slough and Eton Church of England Business and Enterprise College

Slough and Eton is a great school. At our heart is great teaching, great learning, great experiences and great outcomes in the context of the Christian ethos of our school. We educate to prepare students for life in all its fullness and work hard to have happy staff and engaged students.

Our mantra, for all members of our school community is clear and unambiguous: **Work Hard, Be Nice, No Excuses**. Our expectations of students are high both in terms of conduct and engagement with learning. We believe passionately that the needs of each individual require the closest of attention and that strong relationships between adults and students are vital for success.

The curriculum at our school is rich, varied and engaging. We believe that the development of our students' cultural awareness is fundamental to their success as learners and young adults. To foster this we ensure a wide range of extra and super-curricular activities which develop essential leadership and life skills.

Our Vision for Success

In achieving our vision for success at school we have the following ambitions for our students:

- To be happy and resilient young people who value their education;
- To always be punctual and rarely miss a day of school;
- To achieve the best possible outcomes regardless of previous achievement;
- To be inspired by their experiences, develop strong leadership skills and be motivated to work hard;
- To have a broad outlook on their future prospects which leads them towards appropriate yet ambitious career pathways;
- To know what they are good at and how to improve their skills;
- To learn and socialise in a clean, tidy, fresh forward-thinking and modern-feeling school;
- To feel a strong sense of pride and respect for their school community;
- To value and appreciate the differences and cultures of others and enjoy the richness of life.

For everyone to succeed at Slough and Eton we are relentlessly focused on these standards:

- High quality teaching is the ultimate key to ensuring all students achieve the best possible outcomes;
- Teachers ensure students display excellent attitudes to learning. Everyone will challenge off task behaviour and passive learning;
- All lessons should make maximum use of time, be challenging and engaging for all students;
- Disadvantage will not be a barrier to a student's success;
- All members of staff are responsible for improving their practice, being reflective and proactive in their professional development;
- Students are entitled to high quality feedback from their teacher to help them improve;
- Meaningful assessment is key to addressing underachievement and informing targeted interventions;
- A culture of safeguarding which protects the interests of all will permeate throughout the school;
- Working in partnership with parents is fundamental to ensuring our students are supported successfully.

In the same way that Jesus related to people from all backgrounds, beliefs and lifestyles, Slough and Eton is a Church of England community which is inclusive and seeks to treat all people like Jesus did. We will always promote the central message that all of us are valuable and should be enabled to live life in all its fullness.

We are proud of our Church of England heritage and welcome students and staff from all faiths and none into our community. Christian beliefs are firmly rooted in our foundations and support all that we do.

Cross –   the cross on our shield reminds us to treat others as Jesus did: to *'love your neighbour as yourself'*

(Matthew 22:39)

Rose –   the rose on our shield focuses us on our core belief that all of us have value and, like a rose blooms, we will

work to ensure that everyone flourishes: '*And the desert shall rejoice and blossom as the rose'*

(Isaiah 35:1)

The Bible reminds us of how we can all live and work by our core mantra of **Work Hard, Be Nice, No Excuses** and we are proud to use this as the foundation upon which we will build our success.

Work Hard	Be Nice	No Excuses
The Bible tells us: *'Whatever you do, work at it with all your heart, as if for God and not for men'*. Colossians 3:23	The Bible tells us: *'Love your neighbour as yourself'*. Matthew 22:39	The Bible tells us: *'You, therefore, have no excuse'* Romans 2:1

School Achievement Aims

Our Wildly Important Goals (WIGs)

KS4   Basics at 4+ is at least 70%

Basics at 5+ is at least 45%

KS5   Every student has a positive value added score

No U grades

Academic Outcomes based on MEGS

			Aims
KS4	5+ Standard Passes (4+)		74%
	5+ Strong Passes (5+)		39%
	Basics at Grade 4+ (English and Maths)		74%
	Basics at Grade 5+ (English and Maths)		39%
	%age achieving above average progress		75%
	Attainment 8		>42
	Overall Pass Rate 4+		79%
	Overall Pass Rate 5+		57%
	Overall Pass Rate 7+		9%
KS5	Overall (A-Level and Vocational Combined: A*-C pass rate)		69% (50th Centile)
	A-Level A*- C pass rate		73% (50th Centile
	Applied general A*- C equivalent pass rate		77% (60th Centile
	Technical Level A*- C equivalent pass rate		74% (60th Centile
	Combined total points score per entry		26.40 (55th Centile

The gap between the achievement of boys and girls and between Disadvantaged Students and Non-DS at KS4 reduces by 50% compared to 2019 figures.

At KS5 the gap between the achievement of Girls and boys reduces by half. All these reductions are set against an overall trend of improvement.

Pastoral Indicators

- Attendance >95% for all years and groups of students.
- Persistent Absence is below 10%.
- Fixed term exclusions *remain lower* than national average and with no group disproportionately represented.

Destinations

- All KS4 students move on to an appropriate post-16 pathway. 150 L3 places and 15 L2 places at Slough and Eton in Year 12. At least 60% retention from S+E Year 11 into S+E Year 12.
- At least 30 KS5 students go on to study at universities currently ranked in the UK top 40.

Sustaining our vision that:

Slough and Eton is a GREAT school with great teaching, great learning, great experiences, great outcomes and with happy staff and engaged students.

	Section 1 **Maximise outcomes for students** **Key Stage 3**

No.	Area of Improvement
1.	The KS3 'roadmap' for each subject follows a structured path to give the students access to the skills they need as they progress into KS4 and KS5 and is adapted suitably in light of COVID-19
2.	Moderation and exemplar material needs to be freely available for each subject area
3.	Assessment needs to form part of the curriculum roadmap and falls at appropriate time for that subject area. The assessments should not be fixed to grade capture points. It should also inform planning and teaching
4.	Staff need to see where their lessons fit into the wider perspective of learning and that students are all on a 'flightpath' to success at KS4. This wider perspective includes re-ordering the delivery of topics if necessary to fit in with whole school needs
5.	Assessments need to ensure that they have interleaving questions to develop memory, allowing the students to re-visit key topics
6.	Full range of grades used for each grade capture point, ensuring all students point on the flightpath is taken into account. This relates specifically to the SEND cohort and the HPA students

Key tasks	Lead	Monitored by	Action/Resource implications	Current position (as of Sep '20)	Milestones	Success measure
Leadership 1. SLT to use the Line Management systems to support and hold to account CLs about the performance of students in each subject area, planning and reviewing any interventions that take place.	SLT	STT	LMM meetings and follow up	Interventions in place but not being tracked. Grade capture analysis is now a formal part of LM discussions, especially at KS3	SLT to meet CLs at key grade capture points.	All scrutiny documents completed and discussed. Interventions and strategies logged and monitored. Use of DTT principles show impact of intervention or alternative plans where it has been ineffective.

Key tasks	Lead	Monitored by	Action/Resource implications	Current position (as of Sep '20)	Milestones	Success measure
Curriculum and Assessment 2. Work with the CLs to ensure that the curriculum in each subject area is robust and sets the students on the right path for their journey at Slough and Eton. There needs to be appropriate adaptations in light of missed time at school	STT / CLs	PCO	SoW needed to be reviewed.	Curriculum review occurred for all subjects during 2019/2020	Twilight INSET activities in early 2020.	Data shows students are making progress in line with their expectations. Where this is not the case, intervention occurs and is effective
3. To review the KS3 assessment system. This will entail either adaptations to the current model or changing to a age related expectation model by Jan 2021	CLs	STT	Staff need to know current position of the students and get better at sharing this with the students	Assessment material last reviewed fully in July '19	Grade capture analysis and interventions from September 2020 onwards	To show an improvement in the results of the grade capture from 2020. (Add figures)
4. Ensure that CLs and HOYs complete appropriate data scrutiny after each grade capture and implement appropriate and trackable interventions. This will include closely monitoring the gaps in their department in line with the relevant school improvement foci – SEND, HPA	CLs / HOYs	STT / SLT	Meeting time needed for reviews Time needed to analyse data Write the development and intervention plans	Meetings took place last academic year. Actions shared with STT and SLT. STT met with KS3 leads of core subjects	Grade capture and analysis from September 2020.	STT to receive scrutiny from all CLs with relevant action plans to follow up. SLT to review and monitor scrutiny via the Line Management Handbook.

Key tasks	Lead	Monitored by	Action/Resource implications	Current position (as of Sep '20)	Milestones	Success measure
5. Assessments to be planned to include interleaving topics to aid with retrieval and memory	CLs / STT	SLT	All assessments need to include some form of planned interleaving	Some assessments do this – Science as an exemplar. This will require sharing good practice.	Assessment points leading to grade capture.	All assessments to have interleaving topics. Plan to be in place for each department All assessments have suitable place on curriculum roadmap.
The Quality of Teaching						
6. Ensure that KS3 lessons are taught from 'the top down' and are influenced by the demands of the KS4 curriculum. This will be in line with school's Teaching and Learning Framework. Curriculum leaders monitor levels of challenge in lessons and report to SLT. They can identify next steps to ensure progression and implement these with their teams.	CLs	STT / SLT / DNA	Learning walks and lesson observations.	Quality assurance suggests that learning objectives now reflect the ethos of teaching to the top. Learning walks suggest that challenge is not yet embedded or adequately developed in all subjects. English, Science and Social Sciences have examples of best practice.	Learning Walks to check standards in the classroom as per quality assurance calendar Book scrutiny demonstrates high challenge in lessons. Staff are supported with strategies to support the development of this approach in INSET. Feedback is positive from staff.	Progress of all students is good and students are meeting their expectations. Curriculum leaders monitor levels of challenge in lessons and report to SLT. They can identify next steps to ensure progression and implement these with their teams.
7. Ensure that staff are aware of the underperforming students and groups in their classroom and adapt their teaching and learning appropriately.	CLs	STT / SLT / DNA	Use of IEPs. Use of data scrutiny.	IEPs are based on Class Charts and all staff have access. SEND team do not feel they are used	Highlighted at grade capture during academic year 2020/2021 Intervention put into place post grade capture.	Progress of all students is good and students are meeting their expectations. Data is effectively analysed by CLs and identifies trend in

			Quality first teaching.	as much as they would like.	Grades improve by July '21 grade capture. Class files are consistently used by all staff.	underachievement and next steps. LM to monitor this. Positive QA of class files, lesson observations and deep dive activities identify strengths in scaffolding for underperforming groups.
Personal Development, Behaviour and Welfare 8. To involve the parents in the learning and assessment journey of the students by engaging with parents' evening and information evenings, giving them clear understanding of their children's progress and how they can be involved in improving it.	HOYs	STT	Attendance at parents' evenings	Currently at 80% attendance	Parents' Evenings Options Evening	Attendance above 90% for parents 'evenings. Surveys – measuring parent engagement in school life, how happy the parents are with the school and their understanding of the assessment of their children.
9. To address the - Academic progress - personal development - emotional wellbeing of all KS3 students	STT with HOY	HOY and tutors	Speedy assessment and response to any issues	We will have a lack of academic information from 2019 2020 Unknown how much lockdown will have impacted the students	Behaviour Data Safeguarding Data	Students who are identified will have timely and targeted intervention Behavioural support also on offer

Section 1 Maximise outcomes for students Key Stage 4						
DEVELOPMENT OBJECTIVE (include link to SDP)	**CURRENT POSITION**	**ACTIONS / RESOURCES**	**Lead(s)**	**TIME-SCALE**	**SUCCESS CRITERIA**	**Term 1 Update**
To address the **- Academic progress** **- personal development** **- emotional wellbeing** **of both Year 10 and 11** **post lockdown.**	Summer 2020 results (CAG) submitted in line with previous years (overall).	- Work with LJO and RDE (and their tutor teams) to quickly assess which students need the most urgent support to re-engage. Significant focus on disadvantaged gap and the four key groups. - SEND - Roma - Boys - HPA	ALE with RDE and LJO CGO	Sept 2020	- Students identified receive academic and/or pastoral support during September. - Pastoral support plans in place (led by HOY) for those requiring support in and beyond Sept. 2020.	
		- Curriculum flexibility - investigation required into timetabling options considered to reduce academic strain on students (and staff). - E.g. dropping one of three option subjects, GCSE RE being non-compulsory, level 2 equivalents for core.	ALE with SLT	Sept 2020	- Options available for discussion and decision making ready for October half term.	
		- Identification of students whose attitude to learning is detrimental to the education of others – tutor teams and Class Charts. - With a clear plan in place for each student to support/address the concerns and regularly reviewed.	ALE with LJO/RDE	Sept 2020	- Behavioural support/intervention in place by 1st October at the latest.	

DEVELOPMENT OBJECTIVE (include link to SDP)	CURRENT POSITION	ACTIONS / RESOURCES	Lead(s)	TIME-SCALE	SUCCESS CRITERIA	Term 1 Update
Improvement of in-house tracking, moderation and middle leadership data scrutiny. a) **Assessment decisions and evidence for this** b) **QA of class(es) CPG**	Evidence throughout the CAG process that not enough formal scrutiny has been carried out in the past. English, psychology, ICT vocational, computer science, food prep and design technology the key departments. Use of CAG process is key to professional learning. Consistent classroom practices and middle leaders holding teams to account is fundamental.	- QA calendar devised and rigidly stuck too, far more streamlined with CLs and HOYs more involved in the discussion – 'with, not to'. - SISRA used to improve tracking and shared understanding of QA events. - QA and data collection process to focus on 'process' behind grade captures, internal moderation, role of CL in monitoring and 'owning' results.	ALE with CLs (all SLT through LM)	On-going in line with QA calendar	- CLs has credible evidence of processes culminating in grade captures. With a consistent approach across the school. - Accurate professional predicted grades in summer 2021. - QA events centrally gathered, shared, understood and critiqued.	
Key groups of students targeted relentlessly with support.	Boys, SEND, Roma and HPA students are the worst performing by comparison. (CAG gaps to be added once results are finalised/analysed)	- Rapid identification of students open to intervention (primarily core and EBacc subjects) - Community outreach team, phoenix group, PLR, SEND/Hub staff, mainstream/EAL LSAs etc. all clear on their role in making a difference to outcomes (QA required for these groups too). - Genuine strategies, tangible and visible, developed and shared with all staff through INSET, briefing, bulletin, CPD, CL led meetings etc.	SAH, NAF, RAL, ALE, SLT with T&L focus (all)	On-going in line with QA and INSET calendar	- Underperformance gaps narrowed (by 10% of gap). - Staff (teaching and non) able to verbalise strategies and interventions.	

DEVELOPMENT OBJECTIVE (include link to SDP)	CURRENT POSITION	ACTIONS / RESOURCES	Lead(s)	TIME-SCALE	SUCCESS CRITERIA	Term 1 Update
'Buckets' continue to improve with attainment improving in line with increasing prior attainment of cohort	Students in Year 11 have missed at least 3 months (in many cases 6 months) of schooling.	- To combat the potential impact of enforced school closure and home schooling all SLT members must be aware of final assessment alterations and work with CL through LM to 'own' outcomes. – rolling fortnightly SLT to SLT meeting feedback on KS4 outcomes. - Home language exams will need to be re-established – potentially in KS5 too - New HoMFL, New HoArt and New HoGeo (Jan) will all need support from SLT - - Shortage of history/RE teachers makes timetabling and intervention/curriculum catch up and tutoring more challenging. A SEBMAT wide approach to solving this may need to be widened SASH wide.	ALE with SLT (all CLs through LM) ALE/STT with JZI ALE ALE	Monthly updates from SLT Plan by October half term On-going Plan by October half term	- Minutes of SLT meetings reflect shared discussion and understanding/scrutiny of curriculum progress and ongoing assessment - Evidence gathered by JZI to support examination entry – mock results, predicted grades, assignments etc. - New Curriculum Leaders settled, happy and supported - Gaps identified and action in place to close gaps, with regular (low stakes) assessment. Where necessary adjustments to cohort/strategy made	

Section 1
Maximise outcomes for students
Key Stage 5

What we want to do	How we are going to do it	How will we monitor progress?	Success criteria	Lead
Foster a culture of Independent learners to promote greater ownership and motivation with academic and non-academic studies; therefore improving the overall quality of teaching and learning. One of the most important factors to a student's success is attitude and hard work. We believe all our students can achieve well and should be ambitious for their future. The key for success is for students to become independent learners who want to achieve for themselves and believe they can achieve by their own merits. It is every Sixth Form teacher's responsibility to make sure they strive to promote independent learners.	- INSET session on 'Great A-level' teaching to launch the ambition for independent learners in the Sixth Form - Independent Learning toolkit launched to share best practice and strategies in lessons and to create a reference point for staff to use when planning in order to generate ideas. - System of support for students and teachers by the Sixth Form Leadership with all Sixth Formers subjected to student action plans to put greater ownership and motivation onto students to achieve. Students will have dedicated tutor time to review these. Coaching conversations with tutors, twice every half term, to make sure students are supported and held accountable for their learning. - Robust intervention programme for students that are not achieving: including 1:1 mentoring for students and red	- BfL grades show more students work hard and have no excuses. - Grade captures show students' grades have improved - Learning walks show greater independence in the Sixth Form; especially in Recovery Curriculum time and private study time. - Quality assurance of Buddy meetings that staff are using recommended strategies - Curriculum Leader and SLT observations to show that strategies are being more routinely used and having an impact on the quality of teaching and learning in the classroom. SISRA will be used to track this. - Student voice demonstrates that students are being supported to become more independent learners.	- Improved final outcomes at KS5 so they are an improvement of 1%-5% on MEGS. - Learning walks and observations show strategies are being successfully implemented - Minutes from SLT meetings show interventions to address underperformance.	MWE Curriculum Leaders HOY

	timetables – escalating via the tutor, HoY and HoSF - Buddy system for staff to share and review best practice. - Greater accountability for private studies and recovery curriculum time, led by tutor, to ensure students make efficient use of time.			
Curriculum Review Review and develop Sixth Form curriculum in relation to exam reforms, university entrance criteria and local work force demand offering Level 2 and 3 vocational qualifications and A- levels. Ensuring that the curriculum offers a robust learning journey that embeds literacy teaching and skills development throughout.	- Level 2 Aspire programme - Robust UCAS process - Curriculum intent meetings with CL's and how they foster the development of key skills that successfully prepares students for the end goal of the subject. - Literacy embedded into the curriculum, allowing students to enhance their subject specific knowledge and literacy to they can access the highest levels. - Review of entry requirements and course offering annually	• RSL meetings • Data analysis • Results at KS5	▪ Course outlines and SOW for new courses in place and being delivered. ▪ GCSE Maths and English resit classes are tailored according to GCSE outcomes ▪ At least 50% of the L2 students' progress from Level 2 study to Level 3 study after completing the Aspire programme ▪ Curriculum Leaders can readily articulate their curriculum plan, its intent and how it is designed to build on progress and how their departments are successfully implementing it.	MWE SLT Learning Mentors

What we want to do	How we are going to do it	How will we monitor progress?	Success criteria	Lead
Improved personalised teaching that leads to improved outcomes for all students, including FSM, EAL, SEND and HPA. We believe that the best teaching is one that offers students a really personalised learning experience that caters for their needs. In order to do this effectively, staff need to be supported and have access to information that will best allow them to adapt their teaching to meet the needs of their learners.	- Create an adaptions register for Sixth Form students - Raising Standards meeting with Curriculum Leaders (Autumn Term) to focus on attainment and BFL data correlations and actions taken by departments. - Establish a professional subject network for new Sixth Form teachers, small departments or staff that may require additional support so they have access to moderation and standardisation opportunities with staff from other schools. - Improve teaching to ensure it is consistently challenging across subjects, developing the knowledge and skills to enable students to achieve their potential so L3 VA is positive - Ensure all Sixth form teaching is thoroughly planned and focused on ensuring students make progress - Ensure changes to the new linear exams are reflected in teaching memory and information techniques	• Teachers' planning and students' books will evidence adaptions made for the students which enable the student to make greater progress. • Grade captures demonstrate an improvement in grades across the year • Key attainment gaps (FSM/EAL/SEND/Gender/HPA) will narrow. • Grade captures will show all students graded higher than a 'below' for be nice and a reduction in the number of 'approaching'. • Teacher and student voice will demonstrate that better learning is taking place and relationships between staff and students are stronger.	• Minutes of SLT meetings reflect shared discussion and understanding/scrutiny of curriculum progress and ongoing assessment • Evidence gathered by JZI to support examination entry – mock results, predicted grades, assignments etc. • Gaps identified and action in place to close gaps, with regular (low stakes) assessment. Where necessary adjustments to cohort/strategy made • L3 VA is positive	MWE Curriculum Leaders KS5 teachers SLT HoY Learning mentors

	- Monitor the progress of student sub-groups and ensure underachievement is successfully challenged - Focus on underperformance in specific subjects (Business Studies, Biology, Chemistry, Physics, Maths and Computer Science) ensuring intervention strategies are implemented and have a positive impact on student performance - Improve retention both during each year group and between Year 12 and Year 13 - Develop CPD opportunities focused on Sixth Form teaching and guidance and ensure the Sixth Form is embedded in all aspects of relevant CPD. - Successfully embed EPQ in terms of outcomes and completion rates - Develop the curriculum to meet the needs of individuals and to reflect the student profile overall - Develop the use of data to ensure Curriculum Leader's and teachers monitor progress and interventions to raise achievement are put in place -			

What we want to do	How we are going to do it	How will we monitor progress?	Success criteria	Lead
Promote a love of learning for students that encourages them to be ambitious for their future and motivated to achieve. At Slough and Eton, we want being a Sixth Former to be an experience which enables students to achieve great results academically but also be developed as people through the hidden curriculum. Students need to acquire the skillset to stand out from the crowd and allows them to be competitive when applying to university, apprenticeships and jobs.	• Ensure a robust enrichment offer with strong participation from students (Sports Leaders, Duke of Edinburgh and EPQ qualification). • Revamp the tutor timetable to enable opportunities for guest speakers through Zoom and up to date, relevant careers advice. • Create a strong and purposeful student leadership body through a Prefect team to allow students to run initiatives such as fundraising, organising and leading school events as well as part of the school day, assemblies and other public speaking events. The Prefect body will be led by the Head Boy/Girl and will be encouraged to champion issues and campaigns that are important to the students at Slough and Eton and the local community. • Establish student committees to allow students to have their voice heard through appropriate means and request changes to the running of the Sixth Form, to ensure they value their experience in the Sixth Form and it is a great experience for students. • Support students to be able to look after their own wellbeing	• Student surveys • Learning walks • Enrolment and pass rate on enrichment programmes; (Sports Leaders, Duke of Edinburgh and EPQ qualifications); • Offers of university places, degree apprenticeships or employment at the end of Year 13.	• Student survey responses will show that Sixth Formers are proud of their Sixth Form and would recommend it to a friend; • Learning walks show greater student engagement in tutor time activities; • Strong enrolment and pass rate on enrichment programmes; (Sports Leaders, Duke of Edinburgh and EPQ qualifications); • High success rate in students being offered University places, degree apprenticeships or employment at the end of Year 13.	MWE Tutors HoY Learning mentors

	through wellbeing workshops, assemblies and mentoring that are tailored to Sixth Formers at Slough and Eton and responds to their needs.		

Section 2
Ensure all teaching is of the highest quality and has the greatest impact on learning and progressing

No.	What do we want to do? Aim	Why do we want to do this? Rationale	How are we going to do this? Actions	How we will monitor our progress? Milestones	What are the intended outcomes? Success criteria	Who will lead and support this?
2a	Work intensively with those members of staff whose practice is not effective enough so that they improve.	To improve classroom practice, so that students get the best education possible. No one should be hindered by the teacher they are allocated.	PDR, LM, Learning Walks and Walkabout all contribute to the fuller picture of a teacher's performance. Concerns are addressed by CL initially with a support plan. Should this be unsuccessful formal competency proceedings with a view to improving performance. In the case of CLs underperforming a department improvement plan follows a subject review (usually carried out by a member of SLT who is not the line manager).	Formal and informal lesson observations note an improvement in performance. Student views are taken into consideration where appropriate. Planning is scrutinised and improvements noted. In the case of CLs departmental minutes, LM minutes, Work Sampling& Learning Walks show improvements. Internal assessment grades are not suitable measures, external summer exams are too late to wait for. KS3 (STT) KS4 (ALE) and KS5 (MWE) progress meetings will be used to identify areas of concern.	SLT views on teaching staff competency shows improvement. Staff who were deemed to be a cause for concern are either improving or undergoing a formal process.	ALE PCO
2b	Continue to develop our in-house training pathways to QTS so that we retain the best quality teaching staff.	All schools have a responsibility to contribute to the training of new teachers (and support staff). A robust training pathway approach maximises the chances of recruiting new talent. An adaptable ethos helps to retain staff.	Work with Reading University (PGCE and AO), Brunel University (PGCE), St Mary's University (PGCE) and Roehampton University (PGCE) TeachSlough, Wokingham Federation and Teach South East routes to train new teachers. Provide trainees with high quality mentoring and in house training to support their development.	Trainees have regular meetings and CPD sessions. All training provider requirements met. Internal mentoring gauges progress on a regular basis and is fed back to ITTCo. ITTCo observes all trainees.	95% of trainees to obtain QTS. Talented trainees employed within SEBMAT.	ALE

No.	What do we want to do? Aim	Why do we want to do this? Rationale	How are we going to do this? Actions	How we will monitor our progress? Milestones	What are the intended outcomes? Success criteria	Who will lead and support this?
2c	Further embed and track the impact of the teaching and learning framework.	To develop staff understanding of the key principles of a great lesson and improve teaching and learning in the school. Twilight/coaching & SEBMAT and external training and research school to relentlessly expose staff to examples of HQ Teaching and Learning strategies and methodologies – greater impact from Middle Leaders To ensure that the impact of the teaching and learning framework is assessed and developed further where needed with support from TLR and UPS holders	Promote key features of T4W and Revision strategies, showing links to the T & L framework Use training time across the academic year to focus on the individual principles within the T & L Framework. Ensure that adequate time is provided for departmental co-constructing developmental work on line with T & L framework. The IRIS system is used to develop a bank of examples of the T & L principles which are available to staff to access. Raise profile of Teaching and Learning framework by developing standardised desk mat for staff. Use Professional Learning Groups to share evidence based examples of effective practice in Behaviour for Learning, SEND, Coaching and to enhance professional knowledge – (reading group) Learning walks. Lesson observations. Student feedback.	Evaluate staff feedback from training sessions. SLT to monitor the structure of training programmes and ensure that developmental time is embedded in the programmes Termly review of resources and staff usage. Desk mat developed and in use by January 2021. Professional Learning Groups running by November 2019	Departments develop resources and teaching approaches which link to the principles of the T & L Framework. Staff use IRIS models to enhance their own teaching and also to reflect upon their own practice. Improved understanding of Teaching and Learning framework. Enhanced opportunities to develop Teaching and Learning framework expertise.	RMC ALE/FLO

No.	What do we want to do? Aim	Why do we want to do this? Rationale	How are we going to do this? Actions	How we will monitor our progress? Milestones	What are the intended outcomes? Success criteria	Who will lead and support this?
2d	Widen participation in our in-house coaching programme.	Staff are fully supported to deliver the principles of the teaching and learning framework. To ensure staff have the opportunity to reflect upon the way they teach and feel involved in their own professional development.	First cohort of coaches will begin round 2 of coaching. Second cohort of coaches will develop their coaching in pairs There will be extra layer as coaches will coach each other to begin to consolidate that training	Feedback and quality assurance activities are ongoing on a half termly basis. Termly review of impact.	Coaches is effective, supportive and enhances teaching and learning Coaching programme is reviewed and amended as required.	STT/CGR
2e	Sharpen our focus on literacy across the curriculum, reading for pleasure, academic writing and oracy skill development. Voice 21 and Oracy	To ensure that students achieve the best academic outcomes. To ensure that students have the oracy, reading and academic writing skills they need to be successful in life. FSM students who are underachieving tend to have significantly low reading ages. To introduce Voice 21 to staff and to start to implement oracy and talk as a vehicle for teaching and learning	Use our status as an 'Oxford Word Gap' school to pilot the materials from Oxford Press to develop our approach to literacy. Word of the week activities to be reviewed for impact. INSET, PLG's Using Voice 21 Exchange, online courses Oracy Champions (CBR/NAF)	Departmental reviews twice a year. WOW review – Autumn term Use of staff/student survey as part of Voice 21 programme PLG's Implementation to be put in place	Staff can use Oxford Press materials to develop departmental approach to literacy Students will improve the accuracy and frequency of the use of the subject specific tier 3 words. Extend student vocabulary and improve their tier 2 vocabulary. Staff using talk (structures talk) in lessons Iris Use of oracy framework CPD in Oracy Literacy – Actions Introduce a DEAR tutor period for Year 7 and review this to assess impact WOW – To continue with the addition of Oracy task PLG's – focus on Voice 21/Oracy	RMC NHU

No.	What do we want to do? Aim	Why do we want to do this? Rationale	How are we going to do this? Actions	How we will monitor our progress? Milestones	What are the intended outcomes? Success criteria	Who will lead and support this?
2f	Improve outcomes for students with high prior attainment across all years and subjects.	To ensure that students with high prior attainment are challenged and achieve their potential. Address the issue of underachievement of HPA students.	Embed Stretch & Challenge ethos across the school by development of activities and sharing of ideas in the cross department development group. Review schemes of work to ensure challenge is embedded Use 'Deep Dive' approach at Departmental level to assess challenge in lessons Improve challenge activities and focus in lessons by removing tiered learning objectives in all departments. Improve tracking of HPA students. Up to date HPA attainment data to be regularly evaluated by CLs. KS5 specific action based on the GAP report and underperformance at KS5	Minutes of stretch & challenge group and department meetings. CL lesson observations. Line Management of CLs Learning Walks observations Learning walks. Lesson observations Student Books Student Voice CLs evaluate HPA student attainment and progress data. HPA progress discussed at line management meetings.	The stretch and challenge group drive, disseminate and improve stretch and challenge opportunities/pedagogy across the school. Challenge is planned for in all lessons Challenge is embedded in learning High challenge learning objectives are in place for all students. CLs and teachers have a razor sharp focus on HPA students' attainment and progress and take action to improve attainment.	Deputy Head of Core SLT/CLs ALE/STT CLs SLT CLs

No.	What do we want to do? Aim	Why do we want to do this? Rationale	How are we going to do this? Actions	How we will monitor our progress? Milestones	What are the intended outcomes? Success criteria	Who will lead and support this?
2g	Improve attainment for boys	To ensure boys meet their full potential Close the historical gap between boys and girls	Raise awareness of under-attaining boys in each year group and what strategies work best for them in PLG Require feedback from CLs on what they are doing for persistently under-attaining boys Establish a mentor for Social leaders (boys) involving strong teacher role models	Minutes of Boys PLG and resources created/tested by the group. Minutes of CL meetings acting on feedback from reps Line Management of CLs/HOYs CLs to analyse data of boys attainment and lead on intervention Tracking system completed by mentors, tracking teacher feedback and grade captures	Teachers know the boys in their class that need to improve and how to help them In the forefront of CLs minds Change the culture of boys around the school to a more positive and proactive mindset	RMC, CLs, Social Leader mentors
2h	Improve outcomes for students who are entitled to Free School Meals throughout the school	To ensure that FSM students have their needs met within the classroom and also that they are able to access independent learning at home	Creation of Pupil Premium Strategy Group to address the needs of FSM students. Ensure that all FSM students can access learning from home Improve tracking of FSM attainment data	Minutes of Pupil Premium Strategy Group Meetings Learning Walks and Observations, Book Scrutiny, Student Voice.	FSM students perform in line with their peers	DNA CGO CL HOY

			FSM to be regularly evaluated by CLs	FSM progress discussed at Line management meetings. Allocation of laptops during and future lockdown		
2i	Improve the quality of education in the Sixth Form to ensure that teachers adapt their teaching to be suited to KS5	Academic outcomes at KS5 are not strong enough	Make effective use of PiXL 6 initiative.	Grade Capture Learning Walks Work Sampling	Improved academic outcomes in line with prior attainment expectations	MWE

Section 3

Continually improve our behaviour management and intervention strategies

No.	What do we want to do? Aim	Why do we want to do this? Rationale	How are we going to do this? Actions	How we will monitor our progress? Milestones	What are the intended outcomes? Success criteria	Who will lead and support this?
3a	Improve overall attendance and reduce persistent absence with a specific focus on Roma (ALE), White British, SEND and FSM students	Attendance is fundamental to successful outcomes. Vulnerable groups need to be closely scrutinised on their attendance and punctuality.	Following the Slough advice and guidance to enforce statutory law regarding attendance and punctuality. Improve communication with parents (using school systems – such as community outreach team) to engage with community at the lowest possible level. Implementation of WEDUC parental app to improve rapid communication between school and home. RBE to have more formal contact with HOY. HOY to be more involved in intervention and tracking.	Weekly reports show an improvement towards school average.	PA to be below national average (despite lowering (from 15% to 10%) of criteria. Roma, WB and SEND attendance to rise on last year's figures. School attendance Year 7 – 11 96%	MCU RBE
3b	Evaluate the effectiveness of our support for students with additional needs through the strengthening and broadening of our EAL and Learning Support teams.	To ensure that all students progress at Slough and Eton, giving them access to all opportunities we offer.	Ensure in class support is excellent and monitor our provision maps. Train the HLTAs to lead a team. Liaison between staff and SEND staff is meaningful and regular.	Progress at grade capture. Intervention where appropriate.	Improved outcomes for SEND/EAL students at all stages.	STT EOA / NSA JZI HLTAs Teaching staff
3c	Reduce the number of fixed term exclusions.	To reflect the positive behaviour ethos in the school.	Use Pivotal Education methods to improve staff / Student relationships	Behaviour data. Student voice.	The behaviour of the students is better.	MCU
3d	Introduce "Pivotal Education" as a template for positive behaviour management	To improve behaviour in all aspects of the school and reduce levels of conflict between staff and students	Train members of staff to be Level 1 Instructors. Deliver INSET to all staff to introduce Pivotal Education and begin its implementation. Run a programme throughout the year to introduce all aspects of the Pivotal Method.	Behaviour data Student voice	The behaviour of the students is better. Exclusions and referrals to the Focus Room are down. Staff comment favourably on student behaviour Students comment favourably on student behaviour	MCU, CDA

No.	What do we want to do? Aim	Why do we want to do this? Rationale	How are we going to do this? Actions	How we will monitor our progress? Milestones	What are the intended outcomes? Success criteria	Who will lead and support this?
3f	Improve relationships between key students in order to prevent further conflict between them.	We want students to have other methods of conflict resolution. We also want students to understand the impact that their actions have on others.	Introduce Restorative (Pivotal Education methods) Justice techniques which will be used by staff who counsel students after conflict has occurred. Refresher Restorative Justice training for key pastoral staff PSHE lessons on conflict resolution, how & where to seek advice. Introduce "anti-bullying champions" from within the student body 20 students (Year 10 and Year 12 students) trained in Anti Bullying peer mentoring Jan 20	Behaviour data Student voice	Students who have been involved in an RJ following a fight, or serious disagreement will not repeat the same offence with each other. Kindness and mutual respect to be prevalent amongst students. Students will know where they can get help & advice both in & out of school.	CGO HoYs
3g	Improve students' self-awareness and ability to self-regulate.	We want to teach students to manage their own behaviours.	ELSA support SEBDOS mentor EHMP support Self-regulation group work PSHE lessons on mindfulness techniques. Pivotal Education Techniques	Behaviour data Student voice	Students will have the skills to prevent themselves from losing control by being able to recognise when they are getting cross/ upset and then taking appropriate measures.	CGO, MCU, EOA, LSH, HoYs
3h	Reduce the incidence of online bullying.	Online bullying (most of which occurs out of school) has an impact on the smooth running of the school.	PHSE lessons on what bullying is & its impact on victims. Anti bullying campaign within school Thames Valley Police to speak to all students about the legal implications of hate crimes online. Advice will be issued to parents about the importance of maintaining vigilance.	Behaviour data Student voice Parent voice	Parents will understand their roles in monitoring online activity at home. Students will know where they can get help & advice both in & out of school.	CGO HOY SRU

No.	What do we want to do? Aim	Why do we want to do this? Rationale	How are we going to do this? Actions	How we will monitor our progress? Milestones	What are the intended outcomes? Success criteria	Who will lead and support this?
3i	Improve behaviour during social times.	Reduce the incidence of poor behaviour at break times & lunch times.	Provide positive activities for key student who get into trouble at break & lunch. Table tennis, football sign up in year group for all areas	Behaviour data. Student voice.	Students who are known to have difficulty self-regulating during social time will get into less trouble because they have positive alternatives.	MCU, HoYs,
3j	Reduce low level disruption.	Improve the smooth running of lessons.	Develop the behaviour management skills & lesson planning skills of staff whose lessons suffer from low level disruptions. Pivotal Education Techniques	Behaviour data Learning Walks Student voice Monitoring of Sixth Form behaviour for learning through SIMs to ensure accurate robust and prompt feedback on students	More lessons to be judged as having no low level disruption. Students to report that low level disruption has reduced. Behaviour data shows a reduction.	MCU, CDA, CLs
3k	Address the over representation of some minority groups (Gypsy Roma, SEND) in behaviour incidents.	To ensure that all students understand what appropriate conduct and behaviours look like? To ensure that all staff properly address the needs of specific groups.	Targeted interventions for key students. Continue to develop staff understanding of the challenges faced by the Roma community. Continue to try to develop links with Roma parents. Continue to develop staff understanding of the needs of students who have SEND. Focus on Roma cohort, rewarding behaviours (attendance and behaviour for learning) regularly.	Behaviour data Learning Walks Parent Voice Student Voice Attendance Data	No group has more incidents of poor behaviour than any other type of student.	CGO, ALE, EOA, JCO, CLs,
3l	Achieve the Pivotal Education Bronze Award	To show we have made a good start with Pivotal	Implement the Pivotal Education programme	Behaviour data Learning Walks Parent Voice Student Voice	Improved behaviour from all students	MCU

Section 4

Provide students with a rich and varied personal development and PSHE programme

No.	What do we want to do? Aim	Why do we want to do this? Rationale	How are we going to do this? Actions	How we will monitor our progress? Milestones	What are the intended outcomes? Success criteria	Who will lead and support this?
4a	Develop the distinctly Christian nature of the school through our focus on The Slough and Eton Learner and the C.H.R.I.S.T. values.	To give a core focus to the school with a sense of purpose and direction.	Staff promote C.H.R.I.S.T values in lessons. Tutor time activities based around C.H.R.I.S.T values. Collective Worship highlights C.H.R.I.S.T values	Evidence in Lesson observations	All staff students know the C.H.R.I.S.T. values, can name them and give examples of how they affect their lives. There is a high profile of C.H.R.I.S.T. display material around the school. Students are rewarded for showing the C.H.R.I.S.T. values both with vivos and spiritually through self-improvement. Staff can quote examples of when they have promoted the C.H.R.I.S.T. values and how this has affected the attitude of students to the positive.	MCU
4b	To ensure all paperwork is in place for a potential SIAMS inspection.	To make sure we are prepared for a visit and to stop a last minute rush of work.	Attend relevant course for help and information. Start to collect information and put procedures in place. Maintain the SIAMS SEF and update regularly	Progress of folder	To be ready for a SIAMS inspection at any time without any extra work	MCU

No.	What do we want to do? Aim	Why do we want to do this? Rationale	How are we going to do this? Actions	How we will monitor our progress? Milestones	What are the intended outcomes? Success criteria	Who will lead and support this?
4c	Maximise the opportunities available to students to develop leadership skills and experience an enriched curriculum. To record their successes on PiXL Edge. Relaunch to KS3 in September 2020	So that they grow to be well rounded individuals with the additional non-academic skills to become successful citizens. So that they can evaluate how they are developing as a well-rounded individual and look for opportunities for self-improvement	To ensure prefects are an asset to the school and taking up the opportunities given to them. School Council Create leaders from the House system e.g. head, sports, charities etc. To develop the young enterprise group To make sure the students regularly record their achievements on Pixl Edge. Making sure they have opportunities to visit computer rooms to do this. Computer rooms - difficult currently with COVID restrictions. Booklets being used currently PiXL actions SOW developed by NHU for HOY and tutor delivery. Resources collated and provided	Feedback from staff Minutes, attendance, feedback from staff attending meetings Leaders created and we can give examples of things they have done. Minutes and we can give examples of things they have organised. Tracking by form tutors, Heads of Year and NHU	We can list lots of opportunities where our students have been given the chance to develop their leadership skills.	MCU NHU SRU NHU
4d	Continue to add to and develop our CEIAG provision, informed by scoring against the Gatsby Benchmarks, to better promote employability skills, meaningful WEX and employer engagement for students in all years from Year 7 upwards.	So that students make informed decisions about their futures and we meet all the statuary requirements.	Ensure staff are Familiarity with Gatsby Benchmarks by delivering INSET, producing a booklet and using regular bulletin entries Create a "core" programme of CEIAG activities with the view to repeating it every year. Create and deliver a tutor time programme that gives students regular information Continue to produce / purchase display material to inform students of career opportunities outside of their usual experience	Use Unifrog to track students CEIAG access rolled out to all years. Tutor programme monitored by HoY as part of their monitoring	CEIAG provision meets all the Gatsby benchmarks demonstrated by achieving 90% to 100% on the compass tool. Students receive regular information on CEIAG and it is something at the forefront of their minds. All events are run smoothly with the aim to making them	RMC

					the most effective in following years.	
			Set up, deliver and evaluate the whole year group activities from Learning to Work	procedures and feedback to MCU.		
			Ensure departments have a CEIAG focus by giving time for them to do research on careers in their subjects and contributions to the CEIAG booklet.	Inventory of noticeboards to ensure that display material is on show.	Students are aware and have extensive knowledge of the career opportunities of each subject.	
			Create student tracking to inform Careers events	Following each activity, gather feedback form staff / students to confirm its effectiveness. Contributions to CEIAG booklet.		RMC
			Engage with virtual university workshops for Post 16 studetns			
4e	To improve the delivery of CEIAG in departments / subjects	To make sure we are delivering Gatsby Benchmark 4 (Linking curriculum Learning to Career) to the fullest extent	INSET time, Unifrog resources, Kudos resources, department time. Use published material to help staff highlight CEIAG opportunities in their lessons. Promote business links that departments can use to deliver curriculum	Student voice, ask for examples, contributions to the CEIAG folder Completion of Careers in Curriculum project (English, Drama and Science) and examples from other departments written in schemes	Staff feel confident delivering CEIAG information in their subjects. Students can give examples of the Staff see the importance of involving business. Students gain a better understanding of the opportunities that subjects have	RMC
4f	To create an Instagram account to run alongside the Facebook account to attract a wider audience	So that information about our school is easy to receive by even more stakeholders.	Set up account, link it with Facebook, continue to post information.	Monitor number of visits and followers of the Instagram account	Instagram accounts are used frequently and listed as a main source of information when stakeholders are polled.	MBO

No.	What do we want to do? Aim	Why do we want to do this? Rationale	How are we going to do this? Actions	How we will monitor our progress? Milestones	What are the intended outcomes? Success criteria	Who will lead and support this?
4g	Develop our culture for celebrating success and high aspirations e.g. Excellent Galleries, Rewards Trips, House Activities/Focus.	So that students are rewarded for their efforts and strive to achieve more. Family members can share in a student's successes. Hard work and progress is seen in a positive light. Students have a sense of belonging and get a feeling of satisfaction for contributions they have made towards their house's successes.	Department boards to show excellent and high standard work. Departments develop a portfolio of exemplar work to be used regularly in class. Rewards trips more coherent rewards for house winners and perhaps whole house reward. More inter house competitions over a range of different activities to encourage everyone to participate. One per half term and daily quiz, plus sports camps and mini bashes Use of houses as groups in class etc. to foster a sense of belonging and achievement. Reward Trips for extra-curricular and PiXL Edge Create leadership positions within the House structure to enable Sixth Form students to have a prominent role within the House structure and develop effectiveness. Celebrate Sixth Form success that is tailored to their age group	Progress discussed in LM meetings with member of SLT As and when they are put forward discuss the merits and suitability of each trip. Houses are rewarded. Staff can demonstrate that they have used the house system in their lessons and have rewarded collective good work / contributions. Half termly fund raising events started 2020 and stopped due to COVID-19	Students, when questioned, feel that they (or those who deserve it) have been rewarded for their hard work and contributions to school life. Reward trips or equivalent happen and the students going are the most deserving. Students, when questioned, feel that they have been collectively rewarded as part of the house system. 80% of students can state that they contributed positively to their house (Even if it didn't win). Increased work output, behaviour, self-worth, collective fulfilment	MCU MBO – Trips CGO - House

No.	What do we want to do? Aim	Why do we want to do this? Rationale	How are we going to do this? Actions	How we will monitor our progress? Milestones	What are the intended outcomes? Success criteria	Who will lead and support this?
4i	Continue to add to and develop our CEIAG provision, informed by scoring against the Gatsby Benchmarks, to better promote employability skills, meaningful WEX and employer engagement for students in all years from Year 7 upwards.	So that students make informed decisions about their futures and we meet all the statuary requirements.	Ensure staff are Familiarity with Gatsby Benchmarks by delivering INSET, producing a booklet and using regular bulletin entries

Create a "core" programme of CEIAG activities with the view to repeating it every year.

Create and deliver a tutor time programme that gives students regular information.

Produce/purchase display material to inform students of career opportunities outside of their usual experience

Set up, deliver and evaluate the whole year group activities from Learning to Work

Ensure departments have a CEIAG focus by giving time for them to do research on careers in their subjects and contributions to the CEIAG booklet | Create and update a tracking system to ensure all students get access to CEIAG activities.

Tutor programme monitored by HoY as part of their monitoring procedures and feedback to MCU.

Inventory of noticeboards to ensure that display material is on show.

Following each activity, gather feedback form staff/students to confirm its effectiveness.

Contributions to CEIAG booklet. | CEIAG provision meets all the Gatsby benchmarks demonstrated by achieving 90% to 100% on the compass tool.

Students receive regular information on CEIAG and it is something at the forefront of their minds.

All events are run smoothly with the aim to making them the most effective in following years.

Students are aware and have extensive knowledge of the career opportunities of each subject. | RMC |
| 4j | Develop and review the newly introduced PSHE programme so that it meets the diverse needs of our community and is highly valued by the students. | To ensure all students are well prepared for their life inside and outside of school, highlighting potential concerns and dangers.
For students to become well rounded citizens in society | To carefully plan key topics to deliver to the students, paying attention to the specific needs of our school community.
Ensure topics and varied and diverse.
Update in light of any new developments. | Student voice. Parent voice. Behaviour and safeguarding logs to look at potential impact. Parent consultation to happen by email this half term for those who missed it last year. | For PHSE to be an integral part of our curriculum, valued by staff, students and parents. | CGO/ SRU

*New Line manager for PSHE CGO |

No.	What do we want to do? Aim	Why do we want to do this? Rationale	How are we going to do this? Actions	How we will monitor our progress? Milestones	What are the intended outcomes? Success criteria	Who will lead and support this?
4k	Develop our online presence through the website, Facebook and Twitter usage to support with recruitment and retention of staff and students and the promotion of all that is great about our school	So that information about our school is easy to receive by all stakeholders.	Update and optimise the website. Make sure it is regularly updated. Ensure that all staff contribute to the different Twitter accounts when something worth promoting occurs and that we regularly tweet information. Facebook account is up and running, and it is constantly kept up to date with all school activities and future events.	Spot checks confirm that the website is effective and up to date. Polling stakeholders on their opinions of the website. Aim for 15 to 20 tweets per week. Monitor number of visits and followers of the Facebook page.	Website is used frequently and listed as a main source of information when stakeholders are polled. A target of 200+ twitter followers. Facebook page is used frequently and listed as a main source of information when stakeholders are polled. Target of 200+ followers.	MBO CSM
4l	Teach students to know what abuse is and how to get help.	We want students to recognise when they are at risk and to have the skills/ knowledge to make themselves safe.	PSHE lessons on peer on peer abuse, online safety, safe self. Assemblies and outside visitors on key topics: Peer on Peer Abuse, CSE, Domestic Abuse, Forced Marriage, Honour Based Violence. Class Charts Well Being App purchased May 2020	Student voice Student self-referrals Police and social care investigations	All students will have received information on the key issues affecting local people and they will know where they can go for help. Ongoing rolling programme.	CGO, Safeguarding Team, LSH

No.	What do we want to do? Aim	Why do we want to do this? Rationale	How are we going to do this? Actions	How we will monitor our progress? Milestones	What are the intended outcomes? Success criteria	Who will lead and support this?
4m	Students and staff to better understand mental health issues.	Mental health has become a national crisis and we want our students and staff to be able to recognise the signs and be able to seek help.	Widen understanding of mental health issues through PSHE lessons, assemblies and outside visitors. Provide information that staff and students can access at a time that suits them: signposting, information on website. Highlight the roles of the Safeguarding Team and School Counsellors. Further implementation of the Mental Health Young Champions scheme - need to reappoint new KS5 Mental Health Champions	Student voice Student self-referrals	All staff and students will have received information on mental health and they will know where they can go for help. Young Health Champions programme. Year 9 Parents' Evening. January 2019 Time to Change	CGO, Safeguarding Team, LSH, BGL
4n	Promote positive approaches to physical health	Obesity and tooth decay are issues which disproportionately impact the local community. Additions of healthy Schools award	Heighten students' understanding of the benefits of living a healthy lifestyle through PSHE lessons, assemblies and outside speakers. Promote opportunities for students to be involved in exercise and sport. Target students who we know are at risk of living an unhealthy lifestyle. Continue to monitor the school's Healthy School offering through the online self check NHU to liaise with CGO (SEMH), GPA (physical) DLO (PSHE), Healthy Eating (JNO/DHO0 and review every term to evaluate offering	Measure the numbers of students who are involved in non-compulsory sport/DofE.	Students actively chose to live a healthier lifestyle.	CDA (Sport and Fitness) SRU (healthy living)
4o	Students to fully understand the ethos of their House and links to Christian values and figurehead.	To foster a sense of community, team spirit and mutual support across the year groups for students on each House.	Each House to have its own ethos, figurehead, and identity. Student leaders to be elected for each House. Delayed to 2020-2021 Each House to have its own national/ international charity and a local good cause.	To be in place by December 2018 To be in place by December 2018 To be in place by February 2019	The House system is at the core of school life, celebrating successes and creating opportunities for students across the year groups to come together.	CGO, House Champions, Form Tutors

				To be in place by February 2019 To be in place by July 2019.		
			Older students to acts as mentors to younger students in the House. Delayed to 2020-2021			
4p	Raise the profile of House Champions so they are Cheer Leaders for their Houses	Increase sense of belonging and collectively within each House	House Champions to run House Assemblies and take on other areas of House Leadership: o Competitions o Rewards Events	House Champions are seen as the leaders of their Houses by June 2020 (Ongoing into 2020-2021 due to COVID and staffing changes)		CGO/House Champions
4q	Teach students how to access support during lockdown	We want students to recognise domestic abuse and be able to make themselves safe.	PHSE lessons, assemblies, information dissemination, staff training	Student self-referrals. Police and social care investigations. Class charts Wellbeing disclosures	All students who are at risk of domestic abuse know how they can get help	CGO Safeguarding Team SRU
4r	Enhance tolerance and understanding of LGBTQ	We want students to demonstrate empathy and understanding of LGBTQ issues	Take advice from Stonewall. Promote LGBTQ campaigns such as Rainbow Laces lessons PHSE lessons Assemblies, outside speakers	Student voice	Students are able to explore identity in a safe environment	CGO SMC LHO SRU HOYs
4s	Promote positive approaches to mental health	We want students to be able to recognise the signs of poor mental health and be able to seek help from appropriate sources	PHSE lessons, Assemblies, information dissemination Appointment of new KS5 Young Health Champions Education Mental Health Practitioners Use of School Nurse, SEBDOS and Educational Psychology services	Referral data	Students are able to maintain their mental health	CGO HOYs Safeguarding Team SRU

No.	What do we want to do? Aim	Why do we want to do this? Rationale	How are we going to do this? Actions	How we will monitor our progress? Milestones	What are the intended outcomes? Success criteria	Who will lead and support this?
5a	Support Heads of Department and Curriculum Leaders to be confident middle leaders who understand and use data well, hold others to account effectively and collaborate well across the school.	Middle Leaders need to have the skills and confidence to access and accurately analyse data to drive forward their agendas. No CL or HOY should be hindered in their effectiveness by a lack of understanding of data. A layer of Middle Leaders with these skills has a greater impact on student outcomes.	Regular training events for Middle Leaders. Data tasks keep Middle Leaders fresh and effective. Data tasks are analytical rather than admin based. Feedback on how data has been used to be discussed at regular LM meetings. To ensure that guidance is given to CLs in terms of quality assurance of data before it reaches CGI. (STT)	Interventions arranged as a result of the data analysis. ALE and MWE report good use of data at KS4 and 5 respectively at progress meetings. Quality Assurance Data Capture. (ALE) LM meetings show evidence of Middle Leaders holding others to account. Professional Predicted Grades are based on data. There should be no gaps in data at all key stages without exceptional circumstances (STT)	Improved Progress 8 measure. Professional predicted Grades closer than 2018.	ALE/STT
5b	Support the work of all TLR holders (who are not CL/HOY) to be effective in their roles.	TLR positions serve a number of purposes, from assisting HOY and CL to be effective and efficient to improving and continuing a diverse super-curricular offer to students e.g. DoE. TLR holders are also appointed with a view to retention and succession planning, these outcomes must also be achieved.	In house and external training to be of high quality and meeting the needs and ambitions of staff as well as school priorities. Ambitions linked to PDR with all staff entitled to career progression. TLR holders expected to contribute (through PDR) to the whole school achievement aims.	Survey of TLR holders to establish their needs/interests/ambitions (mainly covered by PDRs). Training events well attended and feedback positive.	TLR holders are held accountable through their PDR. Retention of TLR holders good. LM minutes show satisfaction with role.	ALE HOY/CL SLT

No.	What do we want to do? Aim	Why do we want to do this? Rationale	How are we going to do this? Actions	How we will monitor our progress? Milestones	What are the intended outcomes? Success criteria	Who will lead and support this?
5c	Enable Governors to spend more time in school challenging and exploring aspects of our work.	We have a committed and experienced governing body who we want to all make sure know the school really well. More visits during the school day need to occur so that Governors can use the knowledge gained from this to even more robustly hold school leaders to account.	All Governors will link to a senior leader. Governors will commit to one visit to school via their link (or an associated area) per term. Governors will all complete visit forms which will be shared with the wider LGB. 'School Visits' will be a standing item on the LGB agenda from January 2019 in order for challenge and questions arising from the visit to take place.	LGB meetings Visit reports External review of governance in summer 2020.	Governors will know the school well and be able to challenge school leaders robustly as evidenced in the LGB meeting minutes. Visits and write-ups will occur in line with the stated actions. Governance is rated as a strength of the schools' leadership and management at external review.	PCO and JSC
5d	Ensure that our responsibilities in relation to the Public Sector Equalities Duty promote anti-bias, flexible working and job-share opportunities, mentoring, leadership opportunities and leadership styles	This is not an area the school has explicitly focussed on in the past. Statutory requirements are met but we would like to ensure we are as flexible as we can be to attract and retain the best candidates and maximise the opportunities available to staff.	Review current policies and identify areas where they can be enhanced. Research where there is strong and effective practice and visit those schools to better understand what they do. Revise our policies and procedures to reflect our learning. Shared classes by design are explored to aid promoting flexible working.	Policy review via LGB. Data from recruitment processes. Milestones established in policy review.	Enhanced policies are in place by April 2019. Practice is monitored from April 2019 onwards in line with new policies and reported annually to the LGB.	PCO

No.	What do we want to do? Aim	Why do we want to do this? Rationale	How are we going to do this? Actions	How we will monitor our progress? Milestones	What are the intended outcomes? Success criteria	Who will lead and support this?
5e	Ensure consideration as to the workload implications at all levels of our profession remains a high profile and that we are supporting staff with their physical and mental health and wellbeing	We have worked hard to ensure that workload considerations are high profile. This needs to apply to staff at all levels. This is a significant issue for our profession and one which we want to be fully appreciative of and responsive to. We believe it is far more complex than looking at the number of data capture points and class sizes.	Establish and widely share details of what we have done already. Through the middle leadership review audit all job descriptions to ensure they are fit for current purposes. Compare against teaching contact time where relevant. Continue to strengthen the admin team. Keep discussion about workload high profile. Support staff who say no to some projects and ensure that when we say yes something gives way where that is needed. Always be clear with staff how we will use things requested and will feedback the findings.	Staff Surveys starting with a bench line survey in January and then termly thereafter. After each survey share findings and act accordingly. Exit Interviews Staff retention rates.	Through surveys staff recognise the work that is underway and understand how the findings from surveys are used. Ensure there are a range of opportunities for staff to talk about their work-life balance and access support when they need to.	PCO All Senior Leaders All Middle Leaders
5f	As the lead school within SEBMAT work proactively to support the development and improvement of other schools in the Trust and seek to foster career progression within the wider organisation	It is important for the credibility of the Trust that all schools are successful and that opportunities in other schools are shared so that we retain the best people within SEBMAT. Slough and Eton is the lead school and is often called upon to drive or broker support for other schools.	Share expertise and development planning priorities through SEBMAT Heads' meetings. Enable staff to go on secondment to other schools to support the school and progress their careers. Develop a closer relationship with the Teaching School Alliance so we can access specialist support not available within Slough and Eton.	Line management meetings Success criteria agreed within support plans SEBMAT Heads' meetings	Support provided is evaluated as successful by the receiving school. Where the opportunities arise colleagues achieve career progression within the Trust. Standards are maintained at Slough and Eton.	PCO

No.	What do we want to do? Aim	Why do we want to do this? Rationale	How are we going to do this? Actions	How we will monitor our progress? Milestones	What are the intended outcomes? Success criteria	Who will lead and support this?
5g	Improve the impact of those on the Upper Pay Scale (UPS)	To improve outcomes for students. Increasing exposure to interventions, clubs, activities, trips, visits etc.,	PDR documentation n highlights what additional actions UPS staff carry out. Line Managers hold UPS holders	Line Manager Meeting PDR process	Greater impact on student outcomes, through UPS holder activity	ALE
5h	Cover Supervisors suitably trained school staff who supervise students carrying out pre-prepared exercises when teaching staff are on short-term absence.tthe cover supervisors main job is to manage a classroom, ensuring that students remain on task with the work they have been set.	To improve the outcomes of students and that they are not disadvantaged by the short term absence of a member of staff. That their learning experience in the classroom remains uninterrupted and at a good standard.	PDR documents will reveal what additional training they need. Regular meetings with the Cover team Cover teams attending all relevant CPD programmes Learning walks and lesson observations Culture of setting fit-for-purpose cover work	Regular meetings PDR process Observation	Improvement of student outcomes Reduction in behaviour management issues Maintaining classroom behaviour and expectations	MBO

Section 6

Update school processes, systems and facilities so they best support the smooth running of a successful 21st century school

No.	What do we want to do? Aim	Why do we want to do this? Rationale	How are we going to do this? Actions	How we will monitor our progress? Milestones	What are the intended outcomes? Success criteria	Who will lead and support this?
6a	Ensure ongoing compliance and heightened awareness of everyone's responsibilities with regard to GDPR.	To ensure we meet legal and moral obligations	Training on awareness of rationale.	Milestones set by SEBMAT	Legally compliant with workable systems and processes. Staff aware of implications of the expectations of GDPR	CFI/DEN
6b	Ensure effective use of IT systems within the school: with movement over to Office 365	To enable best use of IT in an Educational setting suitable for Students in this School	Review current systems in place and work with a contractor to enable better Networking around the site. Review software used with relevant staff/users to ensure it continues to meet our needs whilst keeping an eye on market changes to see if any new product would provide a better solution.	Milestones to be added	School has the best IT solutions to meet its need within an affordable budget	CFI/ITR