



De La Salle
School

Whole School Improvement Plan 2021-24

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Section 1 - Context

SCHOOL CONTEXT (UPDATED EVERY TERM)							
Number of pupils on roll (summer 2021)	1196	Number and % of pupils eligible for pupil premium	270 22.5%	Number and % of pupils with special educational needs and/or disability (SEND) or education, health and care (EHC) plan	247 20.6%	Number and % of LAC	11 0.92%
Key Ofsted actions from last report	<p>Full Section 5 Inspection:</p> <ul style="list-style-type: none"> Pupils' examination results are improving but pupils do not perform as well as they should at the end of key stage 4 in several subjects. This is the case for all pupils, but especially for those who are disadvantaged. Leaders must continue to take action to remove these inequalities and secure pupils' good achievement across the board. Leaders have acted this year to improve the quality of the curriculum at key stage 3. This is because the previous plans did not meet pupils' entitlement to a broad and ambitious curriculum in some subjects. Pupils do not know and remember all that they should. Leaders must implement a key stage 3 curriculum that has at least the breadth and ambition of the national curriculum. Most pupils attend school regularly. The attendance of disadvantaged pupils has improved markedly since the last inspection. However, a minority of disadvantaged pupils still do not attend often enough. This means they miss out on important learning. Leaders should continue to improve the attendance of these pupils, so that they attend regularly. The quality of support that pupils with SEND receive varies from class-to-class, especially in key stage 3. As a result, these pupils sometimes struggle to keep up and gain the knowledge that they need. Leaders should make sure that teachers and other adults more consistently provide the quality of support which these pupils need in key stage 3, so that they achieve well. <p>S8 Inspection:</p> <ul style="list-style-type: none"> To develop teachers' knowledge of phonics so that they can support pupils who need additional help to become fluent and confident readers. 						
Key areas to improve	<ul style="list-style-type: none"> Raising standards: clarity of expectations Supportive accountability: systematic, clear and effective Increased personalisation: in the way we teach our students and the way we lead our staff Consistency: in our expectations, accountability, teaching and leadership 						

Section 2 – Year 1 KPIs

Whole School Specific

No.	Measure	2019	2020	2021	Year 1 Target	Year 2 Target	Year 3 Target
1	Progress 8	-0.27	-0.04		0	+0.1	+0.2
2	Attainment 8	45.84	47.01		46	47	49
3	% Achieving Ebacc	25%	37.7%		25%	30%	40%
4	% Achieving Grade 4+ in En and Ma	69%	67.8%		69%	72%	75%
5	% Achieving 5+ in En and Ma	48%	49.6%		50%	55%	60%
6	Number of Permanent exclusions	0	2	0	0	0	0
7	# of Fixed Term Exclusions	272	159	407	300	250	200
8	Attendance	95.5%	93.7%	93.3%	93%	95%	96%
9	% of Students identified as Persistently Absent	11.09%	40.03%*	16.89%*	13%	12%	11%
10	Gatsby	65%	78%	85%	90%	100%	100%
11	Arts Mark	-	-	-	Begin process	Gold	Maintain Gold
12	Walker Foundation Kite Mark	-	-	-	Accreditation	Achieve Award	Maintain Award
13	LORIC Accreditation	-	43%	-	75%	85%	95%

*Not statistically representative

DA Specific

No.	Measure	2019	2020	2021	Year 1	Year 2	Year 3
1	Progress 8	-0.6	-0.56		-0.5	-0.35	-0.1
2	Attainment 8	36.24	33.69		37	40	43
3	% Achieving Ebacc	7%	10%		7%	12%	25%
4	% Achieving Grade 4+ in En and Ma	50%	40%		50%	55%	60%
5	% Achieving 5+ in En and Ma	21%	20%		21%	25%	30%
6	Number of Permanent exclusions	0	2	0	0	0	0
7	# of Fixed Term Exclusions	184	120	226	200	150	100
8	Attendance	92.1%	89.5%	86.5%	90%	92%	95%
9	% of Students identified as Persistently Absent	25%	48%	40%	25%	20%	15%
10	LORIC Accreditation	-	36%	-	75%	85%	95%

SEND Specific (SEND Support)

No.	Measure	2019	2020	2021	Year 1	Year 2	Year 3
1	Progress 8	-0.31	-0.1		-0.2	-0.1	0
2	Attainment 8	34	38.89		35	37	40
3	% Achieving Ebacc	3.7%	18.5%		10%	15%	20%
4	% Achieving Grade 4+ in En and Ma	33%	46.3%		33%	40%	45%
5	% Achieving 5+ in En and Ma	22%	33.3%		22%	26%	32%
6	Number of Permanent exclusions	0	2	0	0	0	0
7	# of Fixed Term Exclusions	94	25	104	100	75	50
8	Attendance	94.9%	92%	91.6%	92%	94%	96%
9	% of Students identified as Persistently Absent	14%	45%	30%	20%	15%	12%
10	LORIC Accreditation	-	21%	-	75%	85%	95%

Section 3 - Year 1 Single Page Summary

Vision: To become a school of excellence in all areas by July 2024 by: raising standards, accountability, personalisation and consistency			
Leadership and Management	Quality of Education	Behaviour and Attitudes	Personal Development
<ol style="list-style-type: none"> All whole school, DA and SEND KPIs The Leadership and Management Vision Statements 	<ol style="list-style-type: none"> KPIs 1-5 for whole school, DA and SEND Quality of Education Vision Statements 	<ol style="list-style-type: none"> KPIs 6-9 for whole school, DA and SEND Behaviour and Attitude Vision Statements 	<ol style="list-style-type: none"> KPIs 10-13 whole school and KPI 10 for DA and SEND Personal Development Vision Statements
To clarify and establish what a school of excellence will look like and develop plans to achieve this which are shared and understood by all in our Lasallian family. (AR)	To improve the quality and effectiveness of learning and teaching in the school to ensure lessons are built around the students and their needs. (MC)	To improve the behaviour and attitudes of students in classrooms and around the school, ensuring a calm and orderly environment where everyone feels safe. (PH)	To identify the key societal issues around diversity and equality that our community faces and implement a programme of education to address these issues. (JW)
To review and restructure the rhythm of school life, in particular, school structures and processes, to maximise their impact and effectiveness (AR)	To improve the way the school develops the literacy and reading skills of students to allow them to fully access the curriculum and develop a love of reading. (AD)	To improve levels of student attendance and punctuality (esp of DA students) ensuring students fully access their high quality holistic education. (PH)	To re-establish and improve the quality of chaplaincy provision across the school for staff and students in order to make our Lasallian values a lived reality. (JW)
To ensure there is a clarity of expectation at all levels within the school which is supported by accountability structures and effective leadership. (AR)	To review and re-write the curriculum and assessment at whole school and subject level to ensure they are broad and ambitious with a clear intent and purpose to learning in each subject area. (CM)	To review, improve and integrate the wide student support offer at the school in order to maximise its efficiency and effectiveness in supporting students to achieve. (PH/CF)	To review and improve the support for staff and student wellbeing in order to ensure that everyone at the school feels supported and valued. (AD)
To improve further the effectiveness of governance through recruitment, training, leadership and work structure of the governing body. (AR)	To improve our QA processes linking them more closely to our data collection and performance management cycles in order to help raise expectations and performance. (CM)	To ensure the needs of vulnerable students are efficiently identified and support is high quality, effective and coordinated to ensure student achievement. (CF/AD)	To re-establish and improve the quality and provision of character development within the school, including working towards Arts Mark accreditation and building Leadership Development. (JW)
To review the financial position of the school and plan towards addressing the in-year deficit. (CW)	To provide a clear programme of CPD for all staff across the school, with a focus upon coaching and personalised support. (AF)	To improve the consistency and accuracy of pastoral data so it systematically informs effective and timely provision and assists in raising standards across the school. (PH)	To review and improve the wider and extra-curricular provision for students across the school to ensure their time at the school gives them wonderful opportunities and develops them holistically. (JW)

Section 4 – Detailed Plans

Area for Improvement 1 - Leadership and Management	SLT Lead: Andrew Rannard	Governor: Chair of Governors
<p>Where are we now? We judge ourselves to be GOOD in this area</p> <ul style="list-style-type: none"> • A well-established senior and middle leadership that is supportive of the school, its mission, values and ethos and which understands the need for further improvement. • Middle leader roles have been largely static, though change of Head of Science for September. • The SLT has seen significant churn in roles and personnel including 2 secondments leaving 3 staff on temporary positions. • The SLT structure was based upon defined silos of responsibility which provided clarity but limited collaborative working. • The school has made significant improvements Leaders are reasonably effective but there is inconsistency at both middle and senior level. • Significant improvements have been introduced but there is a lack of joined up strategic thinking, a lack of challenge structurally and individually and a lack of clarity in expectations and outcomes. • Finances are currently stable but the school continues to operate at an in-year deficit which needs to be addressed. • Skilled and knowledgeable governing body but over reliant upon Chair. • Potential gap in financial planning on full governing body. • Some link governors in place but lack of clarity on how school supports governors to be involved in accountability. 		
<p>What is our definition of done by end of Year 1?</p> <ul style="list-style-type: none"> • We will meet our relevant Year 1 KPIs • 3 Year plan devised, shared, implemented and Year 1 reviewed. • New SLT structure in place. • SLT and middle leader expectations produced and shared. • SLT meetings restructured and impact reviewed at the end of the year • Systematic opportunities for challenge across all levels of the school. • Succession planning strategy in place. • Effective communication in place. • Increased confidence of leadership in SLT, middle leadership and support staff • Deficit reduction plan created • Governor 3 yr scope of work in place • Governor agendas and minutes reflect impact of new structure including role of chairs and link governors. • Plan in place to address issues raised in whole school review of societal issues. 		
<p>Year 2 Overview</p> <ul style="list-style-type: none"> • Implement second Year of 3 Year Plan • Succession Planning extended to pastoral and support staff • CPD programmes developed for all areas of the school. • Review SLT roles and plan any changes. 		

- Implement deficit reduction plan
- Source and deliver training for Chairs of Gov committees
- Introduce pre-meeting briefings for Chairs of Gov committees
- Clear governor induction programme developed and implemented.
- Develop governor understanding and awareness of their role in ensuring equality and diversity within the school.
- External review of governance.

Year 3 Overview

- Implement yr 3 of the 3 yr plan.
- Begin visioning and planning for next 3 yr plan.
- Implement the final part of the deficit reduction plan.
- Review whole school progress against vision statements and prioritise further actions.
- Implement governor improvement plan identified from external review.

What?	Milestones?	Starting?	Who?	What will success look like?	Financial impact	Monitoring	Evaluation
a) To clarify and establish what a school of excellence will look like and develop plans to achieve this which are shared and understood by all in our Lasallian family.	3 yr plan researched devised and created, including consultation.	May '21	AR	Plan in place and all stakeholders ware of the part they play and committed to achieving the 3 year aim.	Planning and meeting time	SLT to monitor	AR to feedback to SLT and Govs (FGB) termly
	Launch the plan with stakeholders	May '21	AR	All aspects of the plan to be RAG rated green			
	Review impact of plan ahead of Year 2	May '22	AR	Year 1 KPIs met			
b) To review and restructure the rhythm of school life, in particular, school structures and processes, to maximise their impact and effectiveness.	Review and re-plan the whole school calendar to create greater synergy between key aspects of school life.	By Jul '21	AR	New calendar structure in place.	Planning and meeting time	SLT to monitor	AR to feedback to Govs (FGB) termly
	Share with staff and embed into school lifecycle.	Sep '21	AR	Systems and structures link together effectively			
	Restructure SLT meetings to increase focus and efficiency	May '21	AR	SLT Meetings are more productive.			
	Review impact for Year 2	May '22	AR	Year 1 KPIs met Further improvements identified and addressed.			
c) To ensure there is a clarity of expectation at all levels within the school which is supported by accountability structures and effective leadership.	Restructure SLT responsibilities	Jun '21	AR	All stakeholders understand and are meeting expectations of them.	Planning and meeting time	SLT to monitor	AR to feedback to Govs (PC)
	Establish and share clear expectations in key areas such as: - Leadership - Lessons - Student behaviour	Jul '21	AR	Year 1 KPIs met			
	Create clarity over accountability: What? Who? When? How?	Sep '21	AR				

What?	Milestones?	Starting?	Who?	What will success look like?	Financial impact	Monitoring	Evaluation
	Create clear and fair process for addressing staff not meeting expectations.	Jul '21	AR				
d) To improve further the effectiveness of governance through recruitment, training, leadership and work structure of the governing body.	<p>Devise and implement a 3 year scope of work for FGB and committees.</p> <p>Skills audit of gobs</p> <p>Work with committee chairs and COG to clarify and strengthen impact of committees.</p> <p>Source and recruit governors for existing vacancies based upon skills gaps.</p>	<p>May '21</p> <p>Jun '21</p> <p>Sep '21</p> <p>May '21 – Feb '22</p>	<p>AR</p> <p>TS</p> <p>AR</p> <p>TS</p>	<p>Governor meetings are effective and provide high level challenge to the school.</p> <p>Committees fulfil their brief fully and support the FGB to carry out it role</p> <p>Full governing body in place with no significant skills gaps.</p> <p>Year 1 KPIs met</p>	Planning, training and meeting time	AR to monitor	AR and TS to feedback to Gobs (FGB) termly
e) To review the financial position of the school and plan towards addressing the in-year deficit.	<p>Financial review of school's post-pandemic budget.</p> <p>Deficit reduction plan developed, agreed and implemented.</p> <p>Financial position reviewed</p>	<p>Sep '21</p> <p>Dec '21</p> <p>May '21</p>	<p>CW</p> <p>AR</p> <p>CW</p>	Clear plan in place leading to actions that will remove in-year deficit by Jul '24	Planning and meeting time.	CW to monitor	CW to feedback to gobs (BC) termly

Area for Improvement 2 – Quality of Education	SLT Lead: Chris Mulhall	Governor: Chair of Curriculum Committee
<p>Where are we now? We judge ourselves to be Requires Improvement but rapidly moving into Good in this area</p> <ul style="list-style-type: none"> • Recently changed model to 3 year KS3 • Curriculum maps unsuitable for key cohorts in some areas • Maps well sequenced and some measures of I/I/I • Staff not responding to gaps • Good CPD model with minimum impact – linked to PM but lacking accountability • QA needs improvement and clearer connection to PM • PM targets closely linked to whole school priorities but cycle not completed • No direction for a ‘typical’ DLS lesson • Lacking measures of impact 		
<p>What is our definition of done by end of Year 1?</p> <ul style="list-style-type: none"> • We will meet our relevant Year 1 KPIs • All curriculum maps are adapted to suit the needs of all students and include explicit reading and literacy development • Assessments challenge all learners and reflect the rigour of progress indicators • Timetable decisions support school priorities • Evidence of formative assessment and feedback • QA and T+L follow the 7 stage cycle (opportunities to feedback to SLT / middle leaders) • All staff understand the cycle • Meetings are aligned with the QA calendar • Coaching provided for all ITT, NQT and ECF staff and staff with CFC 		
<p>Year 2 Overview</p> <ul style="list-style-type: none"> • Address issues from Y1 of 3 year KS3 • Identify and support potential SLEs in core/key subject areas • Develop strategy meetings in line with most recent data • Support and increase the T&L team to ensure effective CPD • Extend coaching model to a wider cohort of staff • Refine reading plan and ensure it is a priority on all DDP 		
<p>Year 3 Overview</p> <ul style="list-style-type: none"> • Extend coaching model to all staff • Review assessments to ensure they are sustaining the ambition of the whole school vision • Offer a “cultural package” to all our students (targeting DA students) 		

What?	Milestones?	Starting?	Who?	What will success look like?	Costs?	Monitoring	Evaluation
a) To improve the quality and effectiveness of learning and teaching in the school to ensure lessons are built around the students and their needs.	<p>Establish clear standard for DLS lesson</p> <p>Ensure the standard is lived daily through delivery of effective CPD by the T+L Group</p> <p>Establish and embed the 7 stage cycle approach to learning.</p> <p>Ensure all staff are aware of needs of individual students and how they can be met effectively within lessons</p> <p>Expansion of the TAC pilot to all year groups</p> <p>Implement an effective Catch-up programme to address gaps in knowledge post-pandemic</p> <p>To ensure support staff are well trained and used effectively in all lessons.</p>	<p>May '21</p> <p>Sep '21</p> <p>Sep '21</p> <p>Sep '21</p> <p>Sep '21</p> <p>May '21</p> <p>Sep '21</p>	<p>CM</p> <p>MC</p> <p>CM</p> <p>CM</p> <p>AD</p> <p>MC</p> <p>AD</p>	<p>Clear consistency of standards across the school</p> <p>7 stage cycle embedded in all departments</p> <p>Outcomes for all students, especially DA and those with SEND improve in line with Year 1 KPIs</p> <p>Year 1 KPIs met</p> <p>Full catch-up programme planned, delivered and gaps in knowledge closed as evidenced in outcomes.</p>	<p>Meeting and planning time</p> <p>Catch-up Funding £98,480</p>	AR to monitor	CM to feedback to Govs (FGB) termly
b) To improve the way the school develops the literacy and reading skills of students to allow them to fully access the curriculum and develop a love of reading.	<p>Reading development plan created and implemented.</p> <p>Training needs identified and addressed, including phonics specific training.</p> <p>Whole school temporary phonics lead appointed.</p> <p>Reading and SEND lead established in each</p>	<p>Jun '21</p> <p>Jun '21</p> <p>Sep '21</p> <p>Sep '21</p>	<p>AD</p> <p>AD</p> <p>AR</p> <p>CM</p>	<p>Reading strategy developed and in place.</p> <p>Phonics lead in place and staff training delivered and implemented.</p> <p>All curriculum maps are adapted to suit the needs of all students and include</p>	<p>TLR 3B £1375</p> <p>Meeting and planning time</p>	AR to monitor	AD and CM to feedback to Govs (FGB) termly

	department, with clear role and expectations.			explicit reading and literacy development Year 1 KPIs met			
c) To review and re-write the curriculum and assessment at whole school and subject level to ensure they are broad and ambitious with a clear intent and purpose to learning in each subject area.	Whole school curriculum plan reviewed and changes made External Curriculum expert support provided. Departments to review and re-write subject curriculums Curriculum in place and being delivered High quality assessments in place to inform teaching and learning	May '21 Jun '21 Jun '21 Sep '21 Sep '21	AR AR CM CM CM	3 year KS3 curriculum planned and in place All curriculum maps are adapted to suit the needs of all students and include explicit reading and literacy development. Year 1 KPIs met	External Consultancy £1600 Meeting and planning time	AR to monitor	CM to feedback to Govs (CC) termly
d) To improve our QA processes linking them more closely to our data collection and performance management cycles in order to help raise expectations and performance.	Whole school QA cycle reviewed and re-written to ensure greater coherence with wider school systems. Clear link established between QA and PM systems. Strategy Meetings established as a vehicle for supporting and challenging departments.	Jul '21 Oct '21 Sep '21	CM CM CM	Effective QA in place Data verifies rigour of progress indicators Strategy meetings in place ensuring timely accountability PM reviews ensure effective accountability and link to QA Year 1 KPIs met	Meeting and planning time	CM to monitor	CM to feedback to govns (PC)
e) To provide a clear programme of CPD for all staff across the school, with a focus upon coaching and personalised support.	Coaching model of support established. Use of data to inform trends e.g. behaviour and assessment where support is required.	Oct '21 Jul '21	AF MC	DLS lesson established and being used consistently Personalised coaching support in place ECF programme delivered. Phonics training delivered Year 1 KPIs met	Meeting and planning time Phonics training £500	AR to monitor	AF and MC to feedback to govns (PC) termly

	DLS Lesson standard strands supported through EiT programme.	Oct '21	MC				
	Implement learning from Early Career Framework pilot and implement across the school.	Sep '21	AF				
	Phonics training delivered for staff	Sep '21	AD				

Area for Improvement 3 – Behaviour and Attitudes	SLT Lead: Peter Hale	Governor: Chair of Behaviour and Welfare Committee
<p>Where are we now? We judge ourselves to be GOOD in this area</p> <ul style="list-style-type: none"> • This key area attained a good in the last inspection, with the attendance of some disadvantaged students being a key target for improvement. • Attendance has been affected by Covid, but the figures are higher than the national figures for similar schools. • The appropriation of ‘bubbles’ has meant the dissolution of many of the key supportive measures used pastorally to enhance behaviour and attitudes and has also decreased the variety of available sanctions. • Punctuality to school has been affected and the positive steps to altering the sanctions procedures which begun in 2019 have been slowed. • Basic school rules are not being consistently followed by all members of staff – e.g. toilets, mobile phones, jewellery etc. 		
<p>What is our Definition of Done by end of Year 1?</p> <ul style="list-style-type: none"> • We will meet our Year 1 KPIs • Attendance data will move towards national average with gap in disadvantage data increasing at a more rapid rate • Number of PAs will move towards pre Covid figure and be at national average • Punctuality data will be comparable to pre Covid figure • FTE exclusions will be at pre Covid figure • Behaviour data will be explicit and whilst may seem initially higher, will be more effectively recorded and re-occurrences will be fewer • Engagement data will be used efficiently and open up communication with parents • Number of serious incidents recorded in SIMS will decrease (bullying, derogatory remarks) 		
<p>Year 2 Overview</p> <ul style="list-style-type: none"> • Review and assess the relationship policy- make amendments and adjustments where necessary • Personalised systems for vulnerable cohort, expanded to DA students • Evaluate the necessity of Patrol and dissolve if necessary • Enhance self-regulation of students, by their personal awareness of school ethos and expectations • Develop a restorative practices training programme for all new members of staff • Development of students as leaders, will ensure they are involved in the delivery and running of school based systems – prefects, form captains – enhancement of other roles • Safeguarding systems and training to be reviewed and implemented to ensure requirements are met • FTE used as a last resort with school based support alongside strong home links being preferential • Form tutor training to ensure consistency with regards to expectations – this could be linked to LORIC in KS3 – form tutor analysing personalised behaviour and engagement data • Staff dealing with behaviour incidents themselves, with leaders providing essential support • Engagement Centre and its uses and purposes will be enhanced appropriately 		
<p>Year 3 Overview</p> <ul style="list-style-type: none"> • Develop and implement an action plan based on the views of all stakeholders (Students, staff, parents), using analysis of behaviour and attendance data. • Evaluate necessity of Remove and dissolve if necessary 		

What?	Milestones?	Starting?	Who?	What will success look like?	Financial impact	Monitoring	Evaluation
a) To improve the behaviour and attitudes of students in classrooms and around the school, ensuring a calm and orderly environment where everyone feels safe.	<p>Staff working party to establish and share a clear 'Relationship Policy'</p> <p>Rewards and consequences reviewed and changes implemented.</p> <p>Establish wider changes to policies and procedures to facilitate becoming a restorative school.</p> <p>Systematic use of data to address issues with staff and students</p> <p>Expansion of the TAC pilot across all year groups</p>	<p>Sep '21</p> <p>Jun '21</p> <p>Oct '21</p> <p>Sep '21</p> <p>Sep '21</p>	<p>PH</p> <p>PH</p> <p>PH</p> <p>PH</p> <p>AD</p>	<p>Clarity on school expectations of staff and students for behaviour and uniform.</p> <p>Restorative approaches used effectively and systematically across all areas of the school.</p> <p>Improvement in behaviour as evidenced in Year 1 KPIs</p> <p>Year 1 KPIs met</p>	<p>Planning and meeting time</p>	<p>AR to monitor</p>	<p>PH to feedback to Govs (B+W) termly</p>
b) To improve levels of student attendance and punctuality (esp of DA students) ensuring students fully access their high quality holistic education.	<p>Review policy and procedures post-pandemic</p> <p>Targeted action and support through whole school DA strategy.</p> <p>Integrate EWO work with wider pastoral working.</p>	<p>Sep '21</p> <p>Sep '21</p> <p>Sep '21</p>	<p>PH</p> <p>CM</p> <p>PH</p>	<p>Post-pandemic impact addressed.</p> <p>Whole school Year 1 KPIs met.</p> <p>DA Year 1 KPIs met</p>	<p>Meeting and planning time</p>	<p>PH to monitor</p>	<p>PH to feedback to Govs (B+W) termly</p>
c) To review, improve and integrate the wide student support offer at the school in order to maximise its efficiency and effectiveness in	<p>Creation and staffing of Emmaus Engagement Centre (EEC)</p> <p>Development of new links to external pastoral support</p>	<p>Sep '21</p> <p>Sep '21</p> <p>Jun '21</p>	<p>CF</p> <p>CF</p> <p>PH</p>	<p>Increased capacity to provide pastoral support to students at each level of need.</p> <p>To meet Year 1 KPIs</p>	<p>Additional staffing costs for EEC £30,542 and Behaviour Manager £30,542</p>	<p>AR to monitor</p>	<p>CF and PH to feedback to gov's (B+W) termly</p>

What?	Milestones?	Starting?	Who?	What will success look like?	Financial impact	Monitoring	Evaluation
supporting students to achieve.	Re-establish Lasallian Achievement and Progress Facility (LAP) Coordinate internal and external support to maximise impact.	Sep '21	PH / CF		Meeting and planning time		
d) To ensure the needs of vulnerable students are efficiently identified and support is high quality, effective and coordinated to ensure student achievement.	Vulnerable students identified systematically through specific meetings All vulnerable students to have appropriate plans and support in place Plans reviewed and amended External support identified and used.	May '21 Sep '21 Oct '21 Sep '21	AD AD / CF AD / CF AD / CF	Effective, time limited plans in place for all vulnerable students. Attendance for identified vulnerable students improve Year 1 KPIs met	Meeting and planning time	AR to monitor	CF and AD to feedback to Govs (B+W) termly
e) To improve the consistency and accuracy of pastoral data so it systematically informs effective and timely provision and assists in raising standards across the school.	Behaviour and engagement data system created. Data used systematically to inform decision making Staff trained on effective use of data	May '21 Sep '21 Sep '21	PH MC MC	Data is used systematically to identify and address behaviour and engagement issues Year 1 KPIs are met	Meeting and planning time	AR to monitor	MC and PH to feedback to govts (B+W) termly

Area for Improvement 4 – Personal Development	SLT Lead: Julie Wellens	Governor: Sam Murray
<p>Where are we now? We judge ourselves to be GOOD in this area</p> <ul style="list-style-type: none"> • The pandemic has halted most of the work in this area for the last year. • Staff support and good will is now required to re-create personal development opportunities for our students. • New staff will have to be informed of the expectations in this area of work in our school. • Training required for Yr 7 & 8 form tutors, HOY in Sept for the PiXL edge award. • Systems are needed to be set up in order for students to log their personal journey throughout their 5 years. • Planning time needed for staff .Organising of trips is still an issue with travel restrictions in place. 		
<p>What is our Definition of Done by end of Year 1?</p> <ul style="list-style-type: none"> • We will meet our Year 1 KPIs • % of students completed PiXL edge award will increase • QA work in departments will identify effective LORIC and PSHCE. • Student participation will increase. • Student feedback will show positive attitude to personal development. • Destinations data will show above national post-16 engagement. • 100% in compass evaluation for all Gatsby benchmarks. 		
<p>Year 2 Overview</p> <ul style="list-style-type: none"> • Pixl edge award offered to Yr 9 students. • PSHCE curriculum revised/ improved and improved attitude to the subject. • Feedback informs planning of the careers programme. • Develop and train students to lead and inspire others. • Ensure effective monitoring of all personal development activities/events. • Be ready accreditation (Careers Yrs 7 to 11) • Staff and student Lasallian leaders in the district. 		
<p>Year 3 Overview</p> <ul style="list-style-type: none"> • Systems are in place to ensure all students can log their personal development journey. • Staff trained and have understanding of CIEAG. • PSHCE timetabled. • PSHCE assessment in place. • The journey of the Lasallian student embedded. • Diversity groups in place. 		

What?	Milestones?	Starting?	Who?	What will success look like?	Financial impact	Monitoring	Evaluation
a) To identify the key societal issues around diversity and equality that our community faces and implement a programme of education to address these issues.	<p>Establish core concerns of staff and students</p> <p>Plan and implement a programme to address these issues</p> <p>Develop trained peer ambassadors</p> <p>Engage with the Anthony Walker Charter Mark</p>	<p>Jun '21</p> <p>Sep '21</p> <p>Oct '21</p> <p>Jun '21</p>	<p>JW</p> <p>PR / JW</p> <p>JW</p> <p>PR</p>	<p>Plan devised, implemented and reviewed</p> <p>Students and staff feel safer and more aware of diversity issues</p> <p>Ambassadors in place</p> <p>Charter mark achieved</p>	<p>Meeting, training and planning time</p> <p>Charter Mark costs £1000</p>	AR to monitor	JW and PR to feedback to Govs (FGB and B+W) termly
b) To re-establish and improve the quality of chaplaincy provision across the school for staff and students in order to make our Lasallian values a lived reality.	<p>Appointment of school chaplain</p> <p>Plan for and deliver Faith in Action and Lasallian Awards</p> <p>Chaplaincy Development Plan in place</p>	<p>Sep '21</p> <p>Sep '21</p> <p>Oct '21</p>	<p>AR</p> <p>JW</p> <p>Chpln</p>	<p>Chaplaincy plan in place and having an impact</p> <p>Faith in action and Lasallian Awards in place</p> <p>Clear links between Chaplain and other key areas of school life.</p>	<p>Chaplain £31682</p> <p>Meeting and planning time</p>	JW to monitor	JW to feedback to SLT and gov's (B+W) termly
c) To review and improve the support for staff and student wellbeing in order to ensure that everyone at the school feels supported and valued.	<p>Review of school provision for wellbeing.</p> <p>Plan for improving wellbeing</p> <p>Re-creation of wellbeing ambassadors</p> <p>Implementation of staff wellbeing programme</p>	<p>Jul '21</p> <p>Sep '21</p> <p>Sep '21</p> <p>Sep '21</p>	<p>AD</p> <p>AD/JW</p> <p>AD</p> <p>AR</p>	<p>High levels of students and staff wellbeing as shown in staff and student surveys.</p> <p>Year 1 KPIs met</p>	<p>Rewards Programme £10,000</p> <p>Meeting, training and planning time</p>	AR to monitor	AD and JW to feedback to Govs (B+W / PC) termly

d) To re-establish and improve the quality and provision of character development within the school, including working towards Arts Mark accreditation and building Leadership Development.	Plan and implement improvements in line with the Arts Mark guidance.	Sep 21	JW	Achieve Arts Mark Accreditation			
	Re-launch PiXL edge award to Yr 7 and 8 students.	Sep '21	JW	Students complete PiXL Edge Awards	Arts Mark Fees £500		
	Staff trained to deliver/monitor PiXL edge award.		JW	LORIC opportunities in place and being taken up.	PiXL fees £3375	AR to monitor	JW to feedback to Govs (B+W) termly
	LORIC opportunities in Yr 7 & 8 SOW.	Sep '21		Student leaders in place and trained up.	Meeting, planning and training time		
	Leadership opportunities in all year groups	Jul '21	JW	Effective 1719 Society in place			
	Leadership training in place for students	Sep '21	JW				
		Oct '21	JW				
e) To review and improve the wider and extra-curricular provision for students across the school to ensure their time at the school gives them wonderful opportunities and develops them holistically.	Restart extra-curricular clubs and activities post-lockdown	Sep' 21	JW	Wide variety of extra-curricular activities taking place across all year groups			
	Appoint and support work of new 1719 Society	Jul '21					
	Systematically track engagement with after extra-curricular activities	Sep '21	JW	DA and SEND students engaging with activities at the same rate as all students.	Panning and delivery time	AR to monitor	JW to feedback to govts (FGB and B+W) termly
	COVID safe re-introduction of school trips.	Sep '21	JW		DoE Provision £23,951		
	Plan for a Lasallian record of Achievement	May '22	AR	Plans for a Lasallian Record of Achievement completed			
	Creation of competitive House system	Sep '21	JW	House system in place and calendar of competitions delivered			

Section 5 – Vision Statements

**What we want our school to look like
in 3 years' time**

How will **Leadership and Management** look in our school?

1. Leaders have a clear mission, vision and ethos

- a) Our Lasallian ethos can be seen in all we do and permeates every aspect of school life
- b) Leaders place students at the heart of all they do.
- c) Leaders recognise everyone is an individual.
- d) Leaders are ambitious for every student to succeed, regardless of disadvantage or vulnerability.
- e) Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.
- f) Leaders are role models to staff and act with integrity, professionalism, honesty and kindness at all times.
- g) Leaders are relentless in their focus upon building a culture of safeguarding in the school.
- h) All staff, regardless of role, are valued equally.
- i) Leaders are optimistic and positive.
- j) Leaders work collaboratively with each other: sharing responsibility for decisions and recognising that one person's success is everyone's success.

2. Leaders are a visible and supportive presence in the school

- a) Leaders are visible around the school, especially at transition times, to support colleagues, guide students and maintain a calm and orderly environment.
- b) During lessons and registration leaders visit classrooms to support colleagues and ensure standards are being maintained.
- c) Leaders never ignore issues or accept / excuse underperformance
- d) Leaders are a calm presence for students, staff and parents at the start and end of each day.

3. Leaders make effective, timely and strategic decisions

- a) Leaders' plans are joined up and holistic.
- b) Leaders make decisions based upon research, data, context and feedback.
- c) Leaders make decisions that are in the best interest of the students and school community without fear or favour.
- d) Outcomes exceed national expectations in every area.

4. Leaders take everyone with them

- a) Leaders have high expectation of themselves and others.
- b) Leaders are available, punctual and prepared for meetings
- c) Leaders challenge staff to be the best they can be but are realistic and constructive in the way that they manage staff, including their workload.
- d) Leaders listen to and work with both staff, students, governors and parents.
- e) Leaders actively protect staff and students from bullying and harassment
- f) Leaders focus on improving the skills, knowledge and abilities of staff

5. Leaders communicate effectively

- a) Leaders will articulate expectations clearly.
- b) Leaders will communicate in a timely, clear and appropriate way with staff, students, parents and governors.
- c) Leaders avoid over-communication.
- d) Leaders actively listen to and work with students, parents, carers and the wider community

6. Leaders Govern effectively

- a) Governors take an active and strategic role in leading the school.
- b) Governors create robust accountability, oversight and assurance for educational and financial performance.
- c) Governor committees are clear on their role and areas of responsibility and feed effectively into the full governing body.
- d) Governors prepare fully for meetings.
- e) Governors are confident enough to challenge leaders effectively.

7. Leaders challenge themselves and others

- a) We are clear to others about our expectations, including time frames and standards.

- b) Challenge will occur when standards, timeframes or expectations are not met.
- c) Challenge will be based upon facts, making clear what the issue or failure is.
- d) Challenge will be respectful and take into account other people's views.
- e) Challenge will be open, honest and fair.
- f) Challenge is never aggressive, threatening, arbitrary or vindictive.

How will the **Quality of Education** look in our school?

- 1. Our curriculum, at every level, delivers excellence**
 - a) An adaptable curriculum model that is ambitious for our learners
 - b) A curriculum designed to give all learners the knowledge, skills and cultural capital to succeed in life
 - c) A curriculum that is supplemented by high quality experiences beyond the classroom.
 - d) A curriculum that ensures SEND and DA students are at least as successful as others.
- 2. Teachers in every subject area are skilled, effective and deliver a personalised education**
 - a) CPD is personalised and effective in developing our staff
 - b) Where additional support is needed, our coaching model supports and challenges staff become skilled and confident practitioners
- 3. Assessment is a powerful tool to support teachers and students to make progress**
 - a) Student progress is tracked forensically.
 - b) Gaps in knowledge and skills are systematically identified and addressed.
 - c) QA cycle ensures rapid intervention and accelerated progress.
- 4. Students are confident readers**
 - a) The importance of reading is recognised and supported in all subject areas
 - b) Our curriculum offer reflects student reading age to support accelerated progress
 - c) The school has clear plans in place to develop confident, critical readers.
- 5. Staff are developed effectively to ensure they can fulfil their roles at the highest level.**
 - a) There is a comprehensive CPD programme in place for teaching and support staff at all stages of their careers.
 - b) Personalised CPD is linked to individual need for teaching and support staff
 - c) Whole school priorities are underpinned by strong staff development.
- 6. Provision for DA / SEND / HAP students is excellent in all curriculum areas.**
 - a) Staff are aware of the individual needs and strengths of the students they teach and personalise their lessons to each class.
 - b) DA, SEND and HAP students achieve as well as others.
 - c) The RSL is effective in coordinating whole school systems which deliver purposeful and sustained improvement in outcomes of all students.
 - d) The centrality of RSL role to drives improved outcomes for all groups but especially DA, SEND and HAP students.

How will **Behaviour and Attitudes** look in our school?

- 1. Our mission, vision and ethos**
 - a) Our Lasallian ethos can be seen in all students do and permeates every aspect of their school life
 - b) Students recognise everyone is an individual and are able to appreciate and celebrate differences and diversity
 - c) Students are ambitious to succeed and can see their true potential, regardless of disadvantage or vulnerability
 - d) Students model positive behaviour, acting with maturity, honesty and kindness at all times.
 - e) Students are aware of safeguarding procedures and what these entail and are comfortable in using school based systems to support and inform

- f) Students are optimistic and positive.
- g) Students work collaboratively with each other and staff: understanding and sharing responsibility for decisions and recognising that one person's success is everyone's success.

2. Relationships across the school are strong and support students development and progress

- a. The creation, introduction and development of a Relationship Policy which takes the place of current behaviour policy, focussing on:
 - i. Relationships between students, staff and parents
 - ii. Restorative practices
 - iii. Consequences instead of actions
 - iv. A reduction in FTE
 - v. Ownership of behaviours – responsibility and reflection
 - vi. Importance of language
 - vii. Training and information for all stakeholders
- b. Consequences are delivered with support, understanding, agreement and resolution
- c. Whole school to be involved in implementation of Relationship Policy
- e) Bullying will be infrequent leading to non-existent
- f) Bullying Policy to be inherent within Relationship Policy

3. Respect for surroundings

- a. Students will move between lessons focused with no disruption
- b. Seating plans will be adhered to and followed by all
- c. Students will respect classrooms and school areas with no damage
- d. Students will report any accidental damage
- e. Students will dispose of litter in bins provided on yard, canteen and classrooms

4. Respect for self

- a. Students will wear correct uniform at all times – unless medically unable
- b. Students will wear correct PE kit
- c. Students will bring correct equipment – including a bag to all lessons
- d. Students will be taught to reflect on their actions and how this affects others
- e. Students will have an understanding of the relationship policy
- f. Whole school attendance continually increasing above national average – following Covid
- g. Persistent absenteeism to be below national average
- h. Students to be on time for school and for all lessons
- i. Students will involve themselves in restorative practices when necessary and will be able to reflect on its outcome

5. Use of data

- a. School based data includes relevant pastoral data
- b. Pastoral data delivered to all staff in a timely and productive manner
- c. Data pre-analysed for ease of access to staff
- d. Staff expected to act upon data and inform of outcomes

6. Student Support Services are high quality and effective

- a. There is a graduated approach to support for students
- b. Each provision has a clear purpose and is well resourced
- c. Outside agencies and resources are seamlessly blended into the school's own provision.
- d. Information and data is systematically reviewed and used to inform effective support.

How will **Personal Development** look in our school?

1. Our Mission, vision and ethos

- a) We see each student as an individual with their own talents, needs, hopes, dreams and aspirations and to provide care and opportunities for each of them to reach their potential.

- b) Providing a holistic education, we allow our students to become the person God intended them to be: spiritually, morally, academically, physically and socially.
- c) To help our students to grow into confident, independent, kind, respectful and tolerant adults with a strong sense of social responsibility.
- d) Students of all faiths can explore, share discuss and celebrate their spirituality.
- e) An inclusive community supporting all our students, celebrating what we have in common and promoting respect for differences.

2. The school has world class provision for the personal development of students.

- a) The school actively fosters individual and group talents and interests.
- b) Students actively engage with a broad, high quality menu of extra- curricular activities.
- c) Students from disadvantaged backgrounds equally engage in the provision.
- d) Students with SEND equally engage in the provision.
- e) Rich experiences are coherently planned for both in the curriculum and wider curriculum, with staff going beyond what is expected of them.
- f) Each stage of a students' development is considered to ensure personalised personal development opportunities that are age appropriate but allows each student to grow.

3. Students, upon completing their Lasallian journey, are fully prepared for their next stages of education and life.

- a) The school inspires students to be confident learners who will thrive in a changing world.
- b) Staff have high expectations of all students and their next steps.
- c) Staff promote skills that are essential for life, in lessons and extra-curricular.
- d) Students acquire the knowledge, skills and attitudes to make informed decisions about their learning and next steps.
- e) Students become more adaptable and resilient, make decisions and transitions and can present themselves as confident young people, who are in charge of their own career development.
- f) Staff offer excellent personalised support to students through their learning and preparation for their next steps.
- g) All students will realise their potential and enhance their employability.

4. All students will undertake an exemplary health and well-being programme, suitable to their individual needs and age.

- a) Student develop skills to manage relationships throughout their lives.
- b) Staff ensure students are able to be economically active in society.
- c) Students know how to keep themselves safe, in an every changing virtual world.
- d) Students understand why being mentally and physically healthy is essential in their lives.
- e) Students form positive responsible relationships in their lives.
- f) Age appropriate RSE delivery is planned to prepare students for life.
- g) Students are challenged to be physically healthy.
- h) Eating healthy is promoted in school.

5. Students display a strong moral understanding of their role in a society, preparing them for life in modern Britain.

- a) Students can distinguish right from wrong and respect the criminal and civil law of the country, they also accept responsibility for their behaviour.
- b) Students respect democracy and support participation in the democratic processes.
- c) Students know and understand how they can contribute positively to the lives of others.
- d) Students contribute as active caring citizens both in school and in the local community.
- e) The school promotes equality of opportunity and diversity, celebrating differences.

6. Strong student leadership permeates all year groups, being aspirational to their community and their peers.

- a) The school provides and plans for opportunities for students to develop the skills required to lead others.
- b) Training is provided for student leaders.
- c) Students have high expectations of themselves.
- d) Students accept each other's skills and talents and work together to enhance the experience for all.
- e) Student leaders communicate with other stakeholders at whole school events and meetings.

7. SMSC ideals are consistently woven into the curriculum and the wider school life.

- a) High quality SMSC opportunities are planned for by all departments.
- b) The school provides an education that explores students' own values and recognises that others may differ.
- c) High standards of behaviour is expected of all students.
- d) Students have an understanding of their social and cultural traditions and appreciate the diversity and richness of other cultures.
- e) Our Lasallian faith is celebrated at every opportunity.
- f) Students will be met and walked with on their faith journey.

Section 6 - Appendices

Appendix A – Acronyms

Acronym	Meaning
B+W	Governors Behaviour and Welfare Committee
BfL	Behaviour for Learning
BC	Business Committee
CC	Curriculum Committee
CIAEG	Careers Independent Advice, Education and Guidance
COG	Chair of Governors
CPD	Continuing Professional Development
DoE	Duke of Edinburgh Award
DA	Disadvantaged Students (sometimes referred to as PP or Pupil Premium)
Ebacc	English Baccalaureate
EEC	Emmaus Engagement Centre
EHCP	Education Health and Care Plan
EiT	Excellence in Teaching
EWO	Education Welfare Officer
FGB	Full Governing Body
FTE	Fixed Term Exclusion
Govs	Governors
HAPs	High Attaining Pupils
HoD	Head of Department
HoY	Head of Year
HT	Headteacher
KIT	Keep in Touch Meeting
KPIs	Key Performance Indicators
LAC	Looked After Child
LA	Local Authority
LAP	Lasallian Achievement and Progress Facility
LORIC	Leadership, Organisation, Resilience, Initiative and Communication
PC	Personnel Committee
PiXL	Partners in Excellence Club
PiXL Edge	PiXL programme that uses the LORIC skills
PM	Performance Management
PP	Pupil Premium (sometimes referred to as DA or disadvantaged)
PSHCE	Personal, social, health, citizenship and enterprise education
QA	Quality Assurance
RAG	To rate something Red, Amber or green
SEND	Special educational needs and/or disability
SLT	Senior Leadership Team
SMSC	Spiritual, moral, social and cultural education
TAC	Team Around the Child
T+L	Teaching and Learning
TLR	Teaching and Learning Responsibility

Additional Information

1719 Society: Student leaders in Year 11 who have undergone a specific leadership training programme and play a crucial role within the school in areas of: leadership, chaplaincy, student support, communication and extra-curricular activities. They are also co-opted members of the Governors Behaviour and Welfare committee.

Big Ask: termly survey of staff, students and parents.

EiT (Excellence in Teaching): programme of CPD we have used to develop learning and teaching within the school.

Emmaus Engagement Centre: this is the working title for our new facility which will look to provide pastoral and academic support to students through targeted programmes.

Greenhouse: small class-based provision to support a small cohort of students identified from Year 6 as not being ready to engage fully with secondary education. Students receive intensive support to allow them to increasingly access mainstream lessons.

LAPs (Lasallian Achievement and Pastoral Support): Multi-function provision for excluded, vulnerable and/or emotional students. Staffed by our Pastoral Support managers (PSMs) it also houses other elements of support e.g. EWO, chaplain and School Nurse.

LORIC: specific skills which are focused upon within PiXL Edge – Leadership, Organisation, Resilience, Initiative and Communication.

PiXL Edge: a framework we use to develop and accredit students in attitudes, attributes and skills essential for employability and life. It was trialled last year in Year 7 and has now been expanded into Year 8 and forms a key part of our Year 9 Enrichment Curriculum. Students work towards Apprenticeship Level award.

Remove: a staffed room where students who continue to disrupt learning, following several warnings, are sent.