Whole School Improvement Plan 2021-24

Year 2

Contents

Section 1 - Context

SCHOOL CONTEXT (UPDATED EVERY TERM)						
Number of pupils on roll (summer 2022)	1191	**Number and % of pupils eligible for pupil premium**	287 24.1%	**Number and % of pupils with special educational needs and/or disability (SEND) or education, health and care (EHC) plan**	EHCP 3.9% (46) SEN Support 17% (204)	**Number and % of LAC**	11 0.92%
Key Ofsted actions from last report	Full Section 5 Inspection (Feb 20): • Pupils' examination results are improving but pupils do not perform as well as they should at the end of key stage 4in 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. S8 Inspection (Jul 22): • ensure that those older pupils in the earlier stages of learning to read are identified accurately and supported well by staff to catch up quickly so that they can access the curriculum • ensure that teachers use assessment systems effectively to identify and address students' missing knowledge so that staff can ensure that this is embedeed securely before students move on to new learning.					

Section 2 – KPIs

Whole School Specific

No.	Measure	2019	2020	2021	Year 1 Target	Year 1 Actual	Year 2 Target	Year 3 Target
1	Progress 8	-0.27	-0.04		0	-0.4	+0.1	+0.2
2	Attainment 8	45.84	47.01		46	43	47	49
3	% Achieving Ebacc	25%	37.7%		25%	14%	30%	40%
4	% Achieving Grade 4+ in En and Ma	69%	67.8%		69%	62.7%	72%	75%
5	% Achieving 5+ in En and Ma	48%	49.6%		50%	40.3%	55%	60%
6	Number of Permanent exclusions	0	2	0	0	4	0	0
7	# of Fixed Term Suspensions	272	159	407	300	572	300	250
8	Attendance	95.5%	93.7%	93.3%	93%	89%	95%	96%
9	% of Students identified as Persistently Absent	11.09%	40.03%*	16.89%*	13%	39%	12%	11%
10	Gatsby	65%	78%	85%	90%	85%	100%	100%
11	Arts Mark	-	-	-	Begin process	Begun Process	Gold	Maintain Gold
12	Walker Foundation Kite Mark	-	-	-	Accreditation	Working towards accreditation	Achieve Award	Maintain Award
13	Lasallian Journey	-	-	-	-	-	75%	85%

*Not statistically representative

DA Specific

No.	Measure	2019	2020	2021	Year 1 Target	Year 1 Actual	Year 2	Year 3
1	Progress 8	-0.6	-0.56		-0.5	-1.25	-0.35	-0.1
2	Attainment 8	36.24	33.69		37	29.4	40	43
3	% Achieving Ebacc	7%	10%		7%	6.1	12%	25%
4	% Achieving Grade 4+ in En and Ma	50%	40%		50%	32.7%	55%	60%
5	% Achieving 5+ in En and Ma	21%	20%		21%	22.4%	25%	30%
6	Number of Permanent exclusions	0	2	0	0	2	0	0
7	# of Fixed Term Suspensions	184	120	226	200	356	150	100
8	Attendance	92.1%	89.5%	86.5%	90%	82.6%	92%	95%

9	% of Students identified as Persistently Absent	25%	48%	40%	25%	60%	20%	15%
10	Lasallian Journey	-	-	-	-	-	75%	85%

SEND Specific (SEND Support)

No.	Measure	2019	2020	2021	Year 1 Target	Year 1 Actual	Year 2	Year 3
1	Progress 8	-0.31	-0.1		-0.2	-0.53	-0.1	0
2	Attainment 8	34	38.89		35	34	37	40
3	% Achieving Ebacc	3.7%	18.5%		10%	0%	15%	20%
4	% Achieving Grade 4+ in En and Ma	33%	46.3%		33%	37.5%	40%	45%
5	% Achieving 5+ in En and Ma	22%	33.3%		22%	18.8%	26%	32%
6	Number of Permanent exclusions	0	2	0	0	1	0	0
7	# of Fixed Term Suspensions	94	25	104	100	248	75	50
8	Attendance	94.9%	92%	91.6%	92%	86.5%	94%	96%
9	% of Students identified as Persistently Absent	14%	45%	30%	20%	70%	15%	12%
10	Lasallian Journey	-	-	-	-	-	75%	85%

Section 3 - Year 2 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**
1. All whole school, DA and SEND KPIs 2. The Leadership and Management Vision Statements	1. KPIs 1-5 for whole school, DA and SEND 2. Quality of Education Vision Statements	1. KPIs 6-9 for whole school, DA and SEND 2. Behaviour and Attitude Vision Statements	1. KPIs 10-13 whole school and KPI 10 for DA and SEND 2. Personal Development Vision Statements
To systematically and effectively identify and develop future leaders	To ensure all students are confident readers who are able to access the curriculum	To increase attendance of students across the school and in particular those with SEND or who are disadvantaged	To enhance the Lasallian Ethos across all areas of the school
To maximise the potential and effectiveness of existing leaders	To ensure curriculum plans and assessment support students to know and remember more	To improve standards of behaviour across the school both within lessons and at social times	To improve the quality and experience of personal development and ensure students celebrate their development
To improve the challenge and support of governance within the school	To ensure the curriculum is accessed effectively by students of all needs and abilities	To address key societal and school-based issues of derogatory language and behaviours e.g. sexual harassment, racism, homophobia, transphobia	

Section 4 – Detailed Plans

Leadership and Management

Where are we now at the end of Year 1? We judge ourselves to be GOOD in this area

- 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
- New SLT structure in place and working
- Increased joined up thinking across the SLT and in our planning.
- 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.
- Some link governors in place but lack of clarity on how school supports governors to be involved in accountability.
- Introduction of Lasallian Ways to ensure clarity of processes and expectations
- Pilot of Extended Leadership Team in place
- Strong student leadership programme in place

What is our definition of done by end of Year 2?

- System and support in place to identify and develop future leaders across the school
- Governance gaps filled committee chairs play greater role
- All departments design and understand high-quality curriculums
- All departments and teachers know how to deliver them to students in a challenging but accessible manner.
- Standards are clear and consistently applied and systems and resources are fit for purpose.
- A coherent programme of support and development for students is in place and is routinely captured and celebrated
- Clear plan for any future academisation

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.
- External review of governance.

Year 2 Leadership and Management Focus

To improve leadership by identifying and developing future leaders (students and staff) across the school and improving governance by having a full governing body providing effective and timely challenge							
What	**Milestones**	**Starting**	**Who**	**What will success look like**	**Financial impact**	**Monitoring**	**Evaluation**
a) To systematically and effectively identify and develop future leaders	Pilot of extended leadership programme reviewed and improved	Jul 22	CM	Improved Extended leadership in place	Staff time (2 lessons HOD / 1 AHOY)	HT to monitor through SLT KIT Meetings	AR to feedback to FGB and Personnel Committee
	Associate Leaders programme developed for middle leaders	Sep 22	CM	Associate leader opportunities identified and in place	Meeting time		
	Student leadership programme reviewed and developed to incorporate House system	Sep 22	AF	Student leadership programme in place			
	Reorganisation of student council system to increase student engagement with leadership	Oct 22	AF	New student council structure working effectively			
	Emerging leader opportunities identified and appointed	Oct 22	AR	Opportunities identified and appointments made	TLR3s x 4		
	Promotion of wider NPQ programme	Jul 22	JW	Appropriate staff sign up to relevant NPQs	Staff time per course		
	Support staff succession planning in place	Dec 22	CW	Clear contingency and succession plan in place			
	Strong programmes of CPD at all career stages	Jun 22	AF	Interwoven CPD offer in place	CPD Costs (£20000)		
b) To maximise the potential and effectiveness of existing leaders	Structured support programme for HOYs	Oct 22	AF	More effective and structured work by HOYs	Meeting time	AR to monitor through SLT Meetings and KIT meetings	AR to feedback to FGB and Personnel Committee
	QA systems established and are clear and understood by all staff	Nov 22	CM / CF	QA systems providing accurate and key information			
	Aligned QA system ensures leaders at all levels have timely and useful data	Nov 22	CM / CF				

	More effective use of data to measure impact of strategies	Dec 22	CM / CF	Data feeding back into Key Stage / Dept actions			
	Common KIT agendas with clear expectations	Sep 220	CM / CF				
c) To improve the challenge and support of governance within the school	Recruit high quality candidates to all existing vacancies on Governing body	Dec 22	AR / TS	Full governing body with skilled and will prepared governors who can contribute effectively to challenge and support for the school	Meeting time	AR to monitor though Gov meetings and meetings with Chair(s)	AR to feedback to FGB
	Induction programme for all new governors	Dec 22	AR				
	Strengthening the challenge and support from Gov Committees through greater training and ownership of Chairs of Committees	Dec 22	AR / TS				

Quality of Education

Where are we now at the end of Year 1? We judge ourselves to be Good in this area
- Curriculum is broad, ambitious, well planned and has clear intent.
- Still areas to improve around linking assessment to knowledge.
- Good CPD model with minimum impact – linked to PM but lacking accountability
- QA cycle linked closely to wider pedagogical developments
- PM targets closely linked to whole school priorities
- Clear expectations for a 'typical' DLS lesson
- 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

What is our definition of done by end of Year 2?
- Instructional coaching embedded
- Reading is systematically tested and effective interventions in place
- Reduction in number of students identified as reading below age expectations
- All departments have clear curriculum plans that identify core knowledge linked to meaningful assessments
- Materials to support knowledge development e.g. Knowledge organisers and Homeworks in place
- TAs deployed effectively within departments
- Instructional Coaching in place for all staff
- Pupil Premium Strategy in place and effective in supporting progress of DA Students

Year 3 Overview
- 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)

Year 2 Quality of Education Focus

	To improve student learning and outcomes by ensuring teachers design and understand high-quality curriculums and how to deliver them to students in a challenging but accessible manner.							
What?	**Milestones?**	**Starting?**	**Who?**	**What will success look like?**	**Costs?**	**Monitoring**	**Evaluation**
a) To ensure all students are confident readers who are able to access the curriculum	Expansion of in-school testing programme to include all year groups	Sep 22	PH	All students accurately and regularly assessed for reading	£1500 testing costs	PH to monitor through KIT meetings	PH to feedback to FGB and QoE Committee
	Use of Extended Form Time to provide reading opportunities alongside intervention opportunities.	Sep 22	PH	Reading is a regular and impactful part of daily life	Planning time		
	Continuation of Reciprocal Reading Programme	Ongoing from 2021/22	PH	Programme completed and impact assessed	Costs covered by programme		
	Well structured and resourced reading intervention programme for all students reading below age.	Oct 22	PH	Students on the intervention programme show clear evidence of catching-up with reading ages	Staff time (already covered)		
	PP strategy that builds upon this work	Oct 22	AF	Plan in place and complementing the reading work	PP Strategy Costings		
b) To ensure curriculum plans and assessment support students to know and remember more	Revision of curriculum maps to ensure they are an effective aid to student learning	Oct 22	HODs / AHTs	Effective curriculum maps in place	Dept planning and review time	CM and CF to monitor through QA calendar and SLT KIT meetings	CM and CF to feedback to QoE Committee
	Ensure knowledge identified and is closely linked to assessment	Oct 22	HODs / AHTs	Assessments effective in informing teachers of gaps in knowledge			
	Assessments are used as a way to improve learning and close gaps eg DTT applied to formative assessment in lessons	Oct 22	HODs / AHTs				

	Development of knowledge organisers and homework to reinforce learning	Oct 22	HODs / AHTs	Knowledge organisers and homework are used routinely to support learning	Copying costs		
	Subjects to access subject specific support	Dec 22	AF / AR	Subjects access relevant subject specific support	ALSSIT membership		
	QA cycle ensures this is happening systematically	Oct 22	CM / CF	QA and review activities provide timely and accurate information on departmental progress	SLT and Dept time		
	Focused and departmental reviews provide evidence of impact	Dec 22	MC				
	PP strategy that builds upon this work	Oct 22	AF	DA students making improved progress as per Year 2 KPIs	PP Strategy Costings		
c) To ensure the curriculum is accessed effectively by students of all needs and abilities	Effective deployment and use of TAs in all departments	Oct 22	JW	TAs working effectively to support students within depts	TA costs already incorporated	AHT to monitor through QA activities and KIT meetings	AR and AHTs to feedback in FGB and QoE committee
	Improved communication and use of student information to inform teaching	Sep 22	JW	Teachers accessing high quality accurate information to inform teaching	SEND time		
	Instructional coaching used to develop classroom teaching	Oct 22	MC	Programme in pace and teachers improving pedagogy	Coaching time and costings for coaches £2500		
	Ongoing use of research to inform and improve future practice	Sep 22	JW	Our improvements are research informed			
	PP strategy that builds upon this work	Oct 22	AF	DA students making improved progress as per Year 2 KPIs	PP Strategy Costings		

Behaviour and Attitudes

Where are we now at the end of Year 1? We judge ourselves to be GOOD in this area

- 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 in line with the national figures
- There is now greater clarity over some school rules eg mobile phones This needs to be rolled out across the school
- FTE and PX are higher than previous years.

What is our Definition of Done by end of Year 2?

- Achieve Year 2 KPIs
- Attendance and Punctuality data will be comparable to pre Covid figure
- FTE exclusions will be at pre Covid figure
- Behaviour data will be more accurate and used more effectively
- Restorative practice will be used routinely to support relationships within school
- Behaviour within classroom shows clear improvement
- Engagement within classrooms (BfL) shows clear improvement
- Incidents of derogatory language and behaviour reduced
- Reduction in % of students classed as PA

Year 3 Overview

- 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

Year 2 Focus Behaviour and Attitudes

To improve standards of students' attendance and behaviour by ensuring standards are clear and consistently applied and that systems and resources are fit for purpose

What?	Milestones?	Starting?	Who?	What will success look like?	Financial impact	Monitoring	Evaluation
a) To increase attendance of students across the school and in particular those with SEND or who are disadvantaged	Attendance improvement Strategy developed and implemented Clear systems for punctuality and attendance in place Increased awareness for parents of their child's attendance	Jul 22 Sep 22 Nov 22	PH PH PH	Improved attendance and punctuality for all students, especially DA and SEND	Staff planning time Form Time	PH to monitor through data analysis and KIT meetings SLT to monitor through Friday Review meetings	PH to feedback to BAPD committee
b) To improve standards of behaviour across the school both within lessons and at social times	Clear structure and thresholds for behaviour management and escalation All students to have a named individual with oversight of them Clearer and more effective rewards system in place and shared Clear expectation of: - classroom behaviour and engagement - Form time behaviour and engagement - Corridor behaviour Training and implementation of restorative approach to	Sep 22 Sep 22 Oct 22 Sep 22 Sep 22	JW AHTs JW CF / CM AD	More accurate recording and analysis of behaviour Greater clarity of responsibility Improved behaviour Improved behaviour in these areas	Meeting Time Rewards £2000	JW to monitor through data analysis and KIT Meetings SLT to monitor through Friday Review meetings	JW to feedback to BAPD Committee

	addressing behaviour and relationships	Sep 22	CM	Improved behaviour through stronger and more effective relationships			
	Extension of current BfL pilot to other departments			Reduction in Remove referrals			
	Use of Team Around the Child (TAC) model to improve understanding and sharing of effective strategies with individual students.	Oct 22	CF / CM	Reduced incidents of behaviour			
c) To address key societal and school-based issues of derogatory language and behaviours e.g. sexual harassment, racism, homophobia, transphobia	Trial of Heartland Reading program with year 7	Oct 22	AD	Reduction in incidents of 'hate' within year group	Meeting Time	SLT to monitor through behaviour data, incident reports and students' feedback.	SLT to feedback to BAPD Committee
	Continuation of MVP programme of peer mentors	Oct 22	JW	Strong MVP presence in place and recognised by students	Training where need is identified		
	Education and awareness programme run through new extended form times and build upon work covered in PSHCE / RE and other subjects	Oct 22	JW	Student feedback to show greater confidence in school dealing with bullying and 'hate' issues			
	Work with Anthony Walker Foundation to inform more effective actions, training and responses	Nov 22	AD				

Area for Improvement 4 – Personal Development

Where are we now at the end of Year 1? We judge ourselves to be GOOD in this area

- Most clubs, trips and activities are back up and running following the pandemic
- Foundations are being established for the implementation of a Lasallian Passport to incorporate previous PiXL work
- PSHCE programme is good but changes are planned to ensure staff are comfortable with its delivery
- Careers opportunities are strong and school is improving in its performance against the Gatsby Benchmarks
- NEET Figures show strong performance especially for SEND and DA students compared to national
- MVP programme provides effective student involvement in societal issues

What is our Definition of Done by end of Year 2?

- We will meet our Year 2 KPIs
- Lasallian Passport in place and being used effectively.
- 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.
- Completion of Lasallian Ethos Plan activities

Year 3 Overview

- PSHCE assessments developed
- Lasallian Passport reviewed and improved
- Next phase of Lasallian Ethos plan developed

Year 2 Focus Personal Development

To improve the personal development of students by developing a coherent programme of support which is routinely captured and celebrated

	What?	Milestones?	Starting?	Who?	What will success look like?	Financial impact	Monitoring	Evaluation
a)	To enhance the Lasallian Ethos across all areas of the school	Create Animation Team Implement the Lasallian Ethos Plan Review impact of the plan	Jul 22 Sep 22 Jul 23	AR JW AR	Strong Lasallian ethos in place and plan implemented	Meeting time	Animation team to monitor through Ethos Action Plan review and stakeholder feedback	AR to feedback to FGB and BAPD committee
b)	To improve the quality and experience of personal development and ensure students celebrate their development	Develop and implement a Lasallian Journey to provide a road map and structure for capturing student development Re-model PSHCE and careers programme around new Form-based delivery Introduce QA structures and assessment within PSHCE programme	Nov 22 Sep 22 Jan 22	JW JW JW	Student Lasallian Journey in place which recognises the wider holistic development of individual students. Strong PSHCE programme that dovetails with the extended form time and is regularly QAd to a high standard	Photocopying Costs Training time RSE Ten Ten Resources (£1725)	JW to monitor through KIT meetings and QA cycle	JW to feedback to SLT and BAPD Committee

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, s 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.

Engagement Centre: this is the provision for an identified cohort of student who were at serious risk of exclusion and / or alternative education.

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.