



Olive AP Academy  
**THURROCK**

Olive Academies

## **Olive AP Academy- Thurrock Academy Improvement Plan Sept '18- July '19**

- **Rag Rated every Half Term after Data Collection**
- **Challenge Meeting held between Headteacher and Director of Academy Standards and Effectiveness**
- **Commentary by the Director of Academy Standards and Effectiveness. RAG rating is for IMPACT not ACTIVITY**

## Strategic Priorities 2018/19 based on SEF and indicators for outstanding practice (Ofsted Guidance)

Leadership and Management	
LM1 (3)	The school's actions secure substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
LM2 (7)	Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
LM3 (8)	The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
LM4 (11)	Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
LM5 (12)	Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.
Quality of Teaching Learning and Assessment	
QTLA 1 (1)	Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
QTLA2 (2)	Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
QTLA3 (5)	Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively
QTLA4 (8)	Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
QTLA5 (9)	Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.

<b>Progress and Outcomes</b>	
P&O1	Throughout each year group and across the curriculum, including in English and Mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
P&O2	The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.
<b>Personal Development Behaviour and Welfare</b>	
PDBW1 (1)	Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
PDBW2 (3)	High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
PDBW3 (5)	Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
PDBW4 (6/7)	Pupils' conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are rare. For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour.
PDBW5 (10)	The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have, including radicalisation, bullying and gang related issues.

## KEY PERFORMANCE INDICATORS FOR 2018 / 2019

- **LEADERSHIP & MANAGEMENT**
  - Leadership in the Academy is secured and increasingly effective
  - Safeguarding is evaluated as effective in external and Trust reviews
  - All school leaders are accountable for their areas of responsibility
  - Processes for school improvement are robust and accurate
  - Numbers of students reintegrated to mainstream demonstrate improved relationships with partner schools
  
- **QUALITY OF TEACHING LEARNING AND ASSESSMENT**
  - 75% of teaching is judged as Proficient or better by Dec 2018
  - 85% of teaching is judged as Proficient or better by July 2019
  - Termly external verification judges that 90% of teacher assessments are accurate
  - Predictions for KS4 students in their final examinations are at least 90% accurate
  
- **PROGRESS & OUTCOMES**
  - 80% of students will make at least good progress in Eng and Maths from their initial assessed baseline on entry
  - 70% of students will make expected progress from their KS2 baseline
  - 100% of Y11 students continue to progress to appropriate education, employment or training by September 2019
  - 90% of Y11 students are still in appropriate education, employment or training by Easter 2020
  - 90% of Y11 students will leave with 5 accredited outcomes
  
- **PDBW**
  - Overall Academy attendance is at least 75% by July 2019
  - Reduction in FTE relative to the corresponding term in 17/18
  - Character / Consequences data demonstrates incremental improvements term by term.

## LEADERSHIP AND MANAGEMENT

**L&M1** The school's actions secure substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics. **LEAD: Headteacher & AHT (SENDCO)**

KEY ACTIONS	Timeline & RAG		Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> <li>• Embed the Progress Review Cycle across the year (5 DC points)</li> <li>• Secure standardised baselining of all new students on entry (MidYis, Yellis and SEMH measures)</li> <li>• Learning and Progress conversations take place with every teacher after each DC to ensure that progress is tracked robustly</li> <li>• Recruit additional capacity for Mathematics intervention</li> <li>• Monitor and evaluate the PPG Strategy across the year</li> </ul>	HT1		<ul style="list-style-type: none"> <li>• All teachers understand the Progress Review Cycle and have their own plan for raising achievement</li> <li>• Students make rapid progress in Mathematics as a result of the targeted intervention.</li> <li>• Target setting is robust for all students with a minimum expected target and an aspirational target</li> <li>• Line management meeting notes reflect the learning and progress conversations</li> <li>• The IPB successfully signs off the PPG strategy</li> </ul>	<ul style="list-style-type: none"> <li>• HT to report to IPB each half term</li> <li>• Director of Standards and Effectiveness holds challenge meetings after each Data Collection</li> <li>• Director of Academy Standards and Effectiveness reports termly to the Education Standards Board</li> </ul>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>
	HT2				
	HT3				
	HT4				
	HT5				
	HT6				
<p><b>Notes:</b></p>					

## LEADERSHIP AND MANAGEMENT

**L&M2:** Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. **LEAD: Headteacher & DHT**

KEY ACTIONS	Timeline & RAG		Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> <li>• Clear cycle of accountability including line management meetings, learning walks, work scrutiny, data collection and PM Observations</li> <li>• Line managers undertake regular “developmental coaching” discussions with all staff</li> <li>• CPD opportunities linked to areas of focus from LWs or PM Observations</li> <li>• Opportunities for working with staff from the other Academies develops skill and expertise</li> <li>• Opportunities for peer to peer assessment and feedback to develop skill and expertise</li> <li>• Co-planning for The Olive Way and Learning Expeditions develop staff skill and expertise</li> </ul>	HT1		<ul style="list-style-type: none"> <li>• All line manager meet with staff every other week and quality assurance shows that all meetings have a direct link to impact on student progress / AIP priority area</li> <li>• QTLA data demonstrates continual improvement and rigour of challenge to improvement.</li> <li>• Sampling of Learning Expedition planning demonstrates the highest quality of planning and use of staff &amp; resources</li> </ul>	<ul style="list-style-type: none"> <li>• IPB each half term to review</li> <li>• HT to report to this body.</li> <li>• Director of Standards and Effectiveness meets with HT to track and sample LM meeting notes.</li> </ul>	Leadership coaching support from Eileen Hinds
	HT2				
	HT3				
	HT4				
	HT5				
	HT6				
<p><b>Notes:</b></p>					

<b>LEADERSHIP AND MANAGEMENT</b>					
<b>L&amp;M3:</b> The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning..					
<b>LEAD: DHT and Headteacher</b>					
<b>KEY ACTIONS</b>	<b>Timeline &amp; RAG</b>		<b>Success Criteria for the Priority</b>	<b>Monitoring &amp; Evaluation</b>	<b>Cost / Support</b>
<ul style="list-style-type: none"> <li>Develop and embed The Olive Way curriculum to create opportunities for emotional and learning resilience for students</li> <li>Develop and embed Learning Expeditions to create opportunities for deeper learning for students</li> <li>SLT to work with the middle leadership group to develop further breath in opportunities within the curriculum, including Outdoor Learning, Service Learning and the arts</li> </ul>	HT1		Regular assessment points demonstrate rapid progress and learning	Director of Standards and Effectiveness through the Progress Review Cycle	Staff release time to upskill on The Olive Way and EL approaches and planning expeditions
	HT2		Links between the learning in The Olive Way, Outdoor Learning, and the curriculum are established and evaluated		
	HT3		SEMH scores consistently show that students' resilience is improving.		
	HT4		High quality permanent staff are recruited incrementally as the student numbers increase.		
	HT5				

<ul style="list-style-type: none"> <li>Recruit to the middle leadership role for STEMV</li> </ul>	HT6		The middle leadership team is evaluated as strong and adding capacity to the Academy leadership team		
<b>Notes:</b>					

### LEADERSHIP AND MANAGEMENT

**L&M4:** Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan. Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate. **LEAD: AHT for PDBW**

KEY ACTIONS	Timeline & RAG	Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> <li>Commission an annual external safeguarding review</li> <li>Commission termly Trust audit of Safeguarding at Board level</li> <li>Commission half termly (unannounced) audits of CPOMS / EVOLVE</li> </ul>	HT1	SLT lead reports half termly on Safeguarding to Headteacher.	<ul style="list-style-type: none"> <li>Monthly report to Headteacher</li> <li>IPB Monitors effectiveness Safeguarding regularly</li> <li>Trust lead for PDBW monitors the effectiveness of the</li> </ul>	Annual independent review of Safeguarding
	HT2	Half termly attendance figures demonstrate that students' attendance is improving		



<ul style="list-style-type: none"> <li>• Undertake termly student and staff surveys re Safeguarding</li> <li>• Develop further strong links with external agencies and LA services (including EWS) to ensure that information is shared in a timely way</li> </ul>	HT3		Students with multiple risk indicators are tracked robustly	systems and processes for Safeguarding each term.	
	HT4				
	HT5				
	HT6				
<b>Notes:</b>					

## QUALITY OF TEACHING LEARNING AND ASSESSMENT

**QTLA1:** Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.- **LEAD:**

### DHT for QTLA with HT

KEY ACTIONS	Timeline & RAG		Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> <li>Implement the QA cycle for QTLA and Progress</li> <li>Clear cycle of accountability including line management meetings, learning walks, work scrutiny, data collection and PM Observations</li> <li>Line managers undertake regular "developmental coaching" discussions with all staff</li> <li>CPD opportunities linked to areas of focus from LWs or PM Observations</li> <li>Staff develop high quality skills in critique and feedback to students</li> <li>Staff link to best practice opportunities within their subject area from effective mainstream or AP providers.</li> </ul>	HT1		<ul style="list-style-type: none"> <li>Termly external verification judges that 95% of teacher assessments are accurate by Easter 2019</li> <li>Predictions for KS4 students in their final examinations are at least 90% accurate</li> <li>Through ongoing LW /WS / LO data, QA shows that all staff have and use relevant data appropriately to ensure that SEND / Disadvantaged students make good progress.</li> <li>In work scrutinies across the year critique and feedback within students work is of high quality and student response is increasingly impacting on their progress</li> </ul>	<ul style="list-style-type: none"> <li>Monthly T&amp;L&amp;A update to SLT.</li> <li>Regular T&amp;L&amp;A update to IPB Meeting</li> <li>Director of Standards and Effectiveness tracking through LW / QA processes half termly</li> </ul>	Support from John Jones – Olive Associate for data.
	HT2				
	HT3				
	HT4				
	HT5				

	HT6				
<b>Notes:</b>					

### QUALITY OF TEACHING LEARNING AND ASSESSMENT

**QTLA2:** Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced. **Lead: DHT for QTLA**

KEY ACTIONS	Timeline & RAG		Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> <li>Implement the QA cycle for QTLA and Progress</li> <li>Clear cycle of accountability including line management meetings, learning walks, work scrutiny, data collection and PM Observations</li> <li>Line managers undertake regular "developmental</li> </ul>	HT1		<ul style="list-style-type: none"> <li>75% of teaching is judged as Proficient or better by Dec 2018</li> </ul>	Monthly QTLA meeting with HT	Support from John Jones – Olive Associate for data.
	HT2		<ul style="list-style-type: none"> <li>85% of teaching is judged as Proficient or better by July 2019</li> </ul>	Half termly reporting to IPB	
	HT3		<ul style="list-style-type: none"> <li>Through ongoing LW /WS / LO data, QA shows that all staff have and use relevant data</li> </ul>	Director of Standards and Effectiveness monitors through	

coaching” discussions with all staff, and link this to informal coaching and development plans where necessary <ul style="list-style-type: none"> <li>• CPD opportunities are linked to areas of focus from LWs or PM Observations</li> <li>• Analyse assessment and progress data to highlight variations in student progress within and across subjects</li> <li>• Staff utilise Character &amp; Consequences to engage students’ learning</li> </ul>	HT4		appropriately to ensure that students make good progress. <ul style="list-style-type: none"> <li>• Through ongoing LW /WS / LO data, QA shows that all staff plan lessons effectively, and deliver lessons with high pace and challenge to stretch students’ learning.</li> <li>• Student progress data demonstrates few variations within and across subjects</li> </ul>	Challenge meetings after each half term	
	HT5				
	HT6				
<b>Notes:</b>					

### QUALITY OF TEACHING LEARNING AND ASSESSMENT

**QTLA3:** Teachers provide pupils with incisive feedback, in line with the school’s assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively **LEAD: DHT for QTLA with HT**

KEY ACTIONS	Timeline & RAG	Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> <li>• Implement the QA cycle for QTLA and Progress</li> </ul>	HT1		Monthly T&L&A update to SLT.	

<ul style="list-style-type: none"> <li>Work Scrutiny is scheduled within the QA cycle, and carried out alongside staff for peer to peer learning and assessment of impact</li> <li>Staff respond to students' work in line with the assessment, marking and feedback guidelines</li> <li>Create regular critique and feedback windows linked to progress conversations with students</li> </ul>	HT2		<ul style="list-style-type: none"> <li>In 6 work scrutinies across the year critique and feedback within students work is of high quality and student response is increasingly impacting on their progress</li> <li>Presentation in student books/folders is increasingly good, demonstrating re-drafting and resilience.</li> </ul>	<p>Regular T&amp;L&amp;A update to IPB Meeting.</p> <p>Director of Standards and Effectiveness through monitoring the QA calendar.</p>	
	HT3				
	HT4				
	HT5				
	HT6				
<b>Notes:</b>					

### QUALITY OF TEACHING LEARNING AND ASSESSMENT

**QTLA4:** Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning. **Lead: DHT for QTLA with HT**

KEY ACTIONS	Timeline & RAG		Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> <li>After baselining on entry Students are set targets for minimum expected grade / progress and an aspirational target.</li> </ul>	HT1		QA shows that all lessons are differentiated appropriately to meet the additional needs of all students.	Meeting HT & DHT at each Data Collection Point to review progress	
	HT2		All teachers have performance management progress targets linked	Reporting to IPB Meetings half termly	

<ul style="list-style-type: none"> <li>Teachers regularly discuss progress with students and use data to inform their planning.</li> <li>SLT have scheduled progress and learning conversations with teachers at each Data Collection point.</li> <li>The QTLA cycle demonstrates that teachers are using data to plan aspirational lessons that show high expectations of all students.</li> <li>Work Scrutiny is scheduled within the QA cycle linked to the Progress Review Cycle.</li> <li>Teachers use the Character and Consequences system regularly and effectively</li> </ul>	HT3		to the progress and outcomes of their classes.	Director of Standards and Effectiveness through QA calendar.	
	HT4		85% of teachers meet their PM progress targets for their classes by July 19		
	HT5		90% of students in Y11 achieve in line with their minimum expected grade in their Summer 19 exams.		
	HT6		90% of teacher assessments, moderated externally, are accurate by Easter 19.		
<b>Notes:</b>					

## QUALITY OF TEACHING LEARNING AND ASSESSMENT

**QTLA5:** Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. **Lead: DHT QTLA**

KEY ACTIONS	Timeline & RAG		Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> <li>Senior Leaders work with the HT to develop an innovative Curriculum Plan</li> <li>SLT and Middle Leaders work with teachers to develop The Olive Way curriculum</li> <li>SLT and Middle Leaders work with teachers to develop learning expeditions in the Language, Communication &amp; Arts Pathway and Society, Culture, Outdoor and Service Learning Pathway</li> <li>The Outdoor Learning curriculum offers students the opportunity to develop their resilience</li> </ul>	HT1		<p>Implementation of the Curriculum Plan demonstrates high levels of student engagement through termly student voice</p> <p>Lesson observations show that staff use a common language of resilience and refer to learning from the outdoors in the classroom.</p>	<p>Reporting to IPB Meeting.</p> <p>Director of Standards and Effectiveness through QA calendar.</p>	
	HT2				
	HT3				
	HT4				
	HT5				
	HT6				

**Notes:**

<b>PROGRESS AND OUTCOMES</b>					
<b>PO1:</b> Throughout each year group and across the curriculum, including in English and Mathematics, pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points. <b>Lead: DHT for QTLA / Progress with AHT SEND</b>					
<b>KEY ACTIONS</b>	<b>Timeline &amp; RAG</b>		<b>Success Criteria for the Priority</b>	<b>Monitoring &amp; Evaluation</b>	<b>Cost / Support</b>
<ul style="list-style-type: none"> <li>• Appoint a Data lead across the Trust</li> <li>• Implement the QA cycle for QTLA and Progress</li> <li>• Externally moderate progress across the Trust through linking with OA-Hav and OA-Sc staff</li> <li>• Externally moderate progress through linking with mainstream settings.</li> <li>• After baselining on entry Students are set targets for minimum expected grade / progress and an aspirational target.</li> <li>• Each student assessed as needing SEND support / EHCP students has an individual learning / intervention plans</li> </ul>	HT1		Termly student voice demonstrates that students know what their targets are and how they can improve their work.	Reporting to IPB Meetings	TASS support for moderation.  DHT support from OA-Hav and OA-Sc
	HT2				
	HT3		The Work Scrutiny process demonstrates increasing student engagement with Critique and Feedback	Progress Review meetings for SEND students	
	HT4				
	HT5		DC points show that individual student progress is in line with their targets.		
	HT6				
<b>Notes:</b>					



## PROGRESS AND OUTCOMES

**PO2:** The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points. **LEAD: AHT SENDCO with DHT for QTLA**

KEY ACTIONS	Timeline & RAG		Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> <li>• Implement the QA cycle for QTLA and Progress</li> <li>• After baselining on entry Students are set targets for minimum expected grade / progress and an aspirational target.</li> <li>• Each student assessed as needing SEND support / EHCP students has an individual learning / intervention plans</li> <li>• Staff are allocated to deliver intervention plans with targeted students</li> <li>• Special concessions are arranged for SEND students for their Y11 exams</li> <li>• Students with additional needs are allocated specific interventions relative to their wider SEMH needs</li> </ul>	HT1		<ul style="list-style-type: none"> <li>• Reading ages set for targeted students will rapidly diminish the difference (between current RA and Chronological age) half term by half term</li> <li>• Progress analysis for vulnerable / disadvantaged groups demonstrates more rapid progress</li> <li>• Measures for SEMH progress demonstrate rapid progress from starting points.</li> </ul>	Report to IPB meetings  Director of Standards and Effectiveness to monitor through the Progress Review Cycle	Cost of testing materials
	HT2				
	HT3				
	HT4				
	HT5				
	HT6				

**Notes:**

**PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE**

**PDBW1:** Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. **Lead: AHT PDBW**

KEY ACTIONS	Timeline & RAG		Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> <li>• Embed and develop the Olive Character and Consequences process to support student attitudes to their learning</li> <li>• Embed and develop Critique and Feedback processes within all lessons</li> <li>• SLT and Middle Leaders work with teachers to develop learning expeditions in the Language, Communication &amp; Arts Pathway and Society, Culture, Outdoor and Service Learning Pathway</li> <li>• Students deliver presentations of their learning expeditions</li> <li>• Students with SEMH needs are identified in a timely way and specific interventions are created for them</li> </ul>	HT1		<ul style="list-style-type: none"> <li>• Implementation of the Curriculum Plan demonstrates high levels of student engagement through termly student voice</li> <li>• Lesson observations show that staff use a common language of resilience and refer to learning from the outdoors in the classroom.</li> <li>• In work scrutinies across the year critique and feedback within students work is of high quality and student response is increasingly impacting on their progress</li> <li>• Students' presentations demonstrate increasing confidence</li> <li>• Staff are trained in a developing range of SEMH interventions</li> </ul>	<p>Director of Standards and Effectiveness monitoring through Reviews</p> <p>Reporting to IPB Meeting</p>	<p>Cost of SEMH intervention training (Tougher Minds, Resilience Doughnut, Nurture Group training)</p>
	HT2				
	HT3				
	HT4				
	HT5				
	HT6				

<b>Notes:</b>					

<b>PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE</b>					
<b>PDBW2:</b> High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training. <b>LEAD: AHT for PDBW</b>					
<b>KEY ACTIONS</b>	<b>Timeline &amp; RAG</b>		<b>Success Criteria for the Priority</b>	<b>Monitoring &amp; Evaluation</b>	<b>Cost / Support</b>
<ul style="list-style-type: none"> <li>Through the Curriculum Plan create a cohesive CEIAG programme for all students</li> <li>Ensure that each Y11 student has regular and timely Careers meetings with the specialist adviser</li> <li>Y10 and Y11 students have the opportunity to undertake relevant and high quality Work Experience</li> <li>Links are made with businesses to offer a wide range of WEX opportunities</li> </ul>	HT1		<ul style="list-style-type: none"> <li>All Y11 students have a clear progression plan at the end of their Y11 programme</li> <li>100% of Y11 students remain in education, employment or training after leaving</li> <li>Students are able to build their work related skills with a developing range of providers</li> </ul>	Reporting to IPB  Half termly meetings with Careers Adviser (AHT PDBW)  Half termly quality assurance of work placement providers	
	HT2				
	HT3				
	HT4				
	HT5				
	HT6				
<b>Notes:</b>					

## PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE

**PDBW3:** Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average. **LEAD: AHT for PDBW**

KEY ACTIONS	Timeline & RAG	Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> <li>• Appoint an Education Welfare Officer for the Trust</li> <li>• Coordinate the work of the EWO, School/Home support officer and Academy staff to ensure that processes are robust</li> <li>• Each student has an attendance improvement target</li> <li>• Liaise closely with LA EWS to ensure that legal processes where necessary, are robust, timely and accurate</li> <li>• The Trust lead for PDBW regularly audits and checks on the Academy's attendance processes</li> <li>• Explore wider and appropriate educational experiences through off site provision</li> </ul>	HT1	<ul style="list-style-type: none"> <li>• Attendance target of 75% is met by July 18</li> <li>• First day and follow up contact for student absence is embedded, and the processes tracked effectively (Evidenced in Safeguarding reviews)</li> <li>• Referrals to EWS are timely and effective, including legal processes where necessary</li> <li>• Students demonstrate good progress towards achieving their attendance target</li> <li>• Students' attendance at wider provision is at least in line with on site provision</li> </ul>	Director of Standards and Effectiveness through the Progress Review Cycle / Challenge meetings	Potential cost of AP provision and VLE
	HT2			
	HT3			
	HT4			
	HT5			
	HT6			

**Notes:**

**PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE**

**PDBW4:** Pupils’ conduct reflects the school’s effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are rare. For individuals or groups with particular needs, there is sustained improvement in pupils’ behaviour. **LEAD AHT for PDBW**

KEY ACTIONS	Timeline & RAG		Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> <li>• Embed and extend the Character and Consequences system</li> <li>• Develop further the use of on site intervention strategies (Reflection and The Bridge)</li> <li>• Staff successfully utilise the Character and Consequences system throughout their teaching and learning</li> <li>• Explore additional support for students with specific needs</li> </ul>	HT1		Suite of impact measures (including Resilience Doughnut, CISS) used to demonstrate the impact of therapeutic interventions	Director of Standards and Effectiveness challenge meetings	Training costs / developing network
	HT2				
	HT3		Analysis of the Character and Consequences system demonstrates increasingly positive and appropriate outcomes	IPB Meeting via Headteacher’s report	
	HT4				
	HT5				
	HT6		<p>Fixed term exclusions continue to decline in requery and length relative to 2017/18</p> <p>All students have an appropriate SEMH assessment within 2 weeks of arrival and intervention plans are in place for every student within 2 weeks of their SEMH assessment</p> <p>In student reviews, all students report feeling more resilient as a result of their therapeutic offer</p>		

**Notes:**

**PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE**

**PDBW5:** The school’s open culture actively promotes all aspects of pupils’ welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have, including radicalisation, bullying and gang related issues. **LEAD: AHT for PDBW**

KEY ACTIONS	Timeline & RAG		Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> <li>• Unannounced and randomised checks of CPOMs take place to ensure that concerns continue to be recorded properly and followed up carefully.</li> <li>• Half termly Child Protection and safeguarding review carried out by the Trust Lead for PDBW. To include: checks on safer recruitment through the staff files, the single central record, site walk and review of statutory compliance documentation.</li> <li>• Termly Health and Safety audit by the Olive Board member.</li> <li>• All staff to have yearly CP and Keeping Children Safe in Education Training. Regular top up training to be provided</li> </ul>	HT1		Safeguarding reviews (2x per year) show that safeguarding is effective.	Line Management of AHT (PDBW) with HT  Director of Standards & Effectiveness challenge meetings	Training for staff
	HT2		Student voice questionnaires 2x per year show that all students feel safe.		
	HT3		Staff safeguarding questionnaire is completed with 95% security in responses.		
	HT4		Randomised checks each half term demonstrate 100% compliance with Safeguarding processes		
	HT5				
	HT6				

<p>throughout the year to include PREVENT, radicalisation, gang issues as appropriate to need.</p> <ul style="list-style-type: none"><li>• Termly safeguarding assessments for all off-site providers.</li></ul>					
<b>Notes:</b>					