



Believe and Achieve



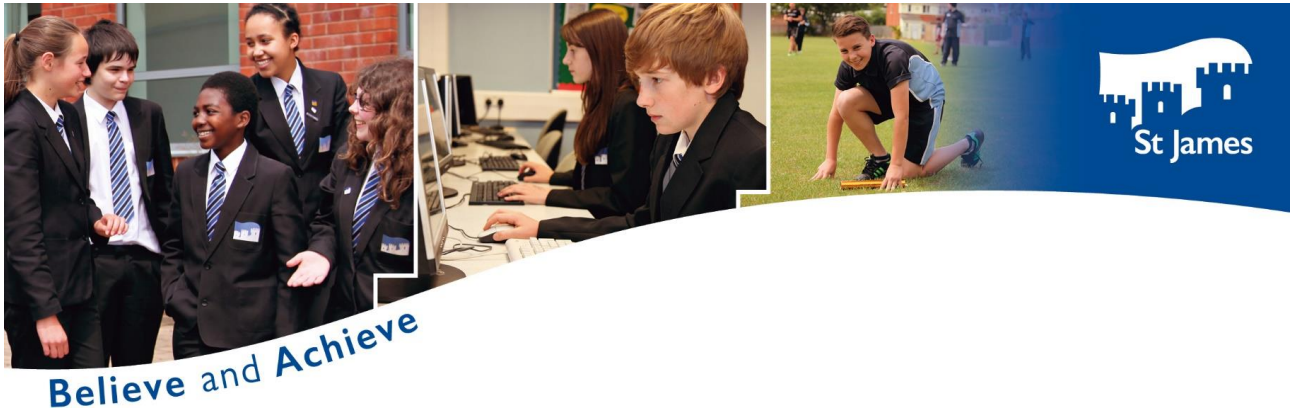
School MAP

2017 – 2018 Key Priorities &
Actions, Sept 2017



Believe and Achieve

www.stjamesexeter.co.uk



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Ofsted, March 2015

This is a good school.

- All groups of students make good progress during their time at the school.
- The school's work to support disadvantaged students is effective. The good development of their literacy and numeracy skills means they are very well prepared for the next stage of their education, employment or training.
- The school shares its approaches to using pupil premium funding with other schools in the region.
- Assessment information is used very effectively to help students to improve their learning.
- The support for disabled students and those with special educational needs is particularly strong.
- Students enjoy coming to school and get on well with each other and with staff. They respect the school and the opportunities it provides.
- The school is a safe environment for students and staff. Governors are rigorous in ensuring statutory requirements for safeguarding are met.
- Students say theirs is a friendly school, where bullying is rare. They are confident that staff will deal with any issues as soon as they occur.
- The quality of teaching is good, particularly in English and mathematics. Students who have struggled in the past are helped to make rapid progress and to achieve well.
- The headteacher and her staff are determined to improve the school further. Leaders have a strong track record of improving students' achievement in English and mathematics.
- The governing body brings a wide range of experience and skills to support the school. They are effective in challenging leaders to bring about further improvements.
- The school makes sure that students are well prepared for life in modern Britain. Its focus on inclusion and equality of opportunity is strong.

It is not yet an outstanding school because

- Sometimes, students' achievement in their other subjects is not as high as it is in English and mathematics.
- There is some inconsistency in the quality of teaching across the school. Actions taken by school leaders are tackling this variation.
- In a small number of lessons, the behaviour of a few students sometimes gets in the way of learning. Students say that staff usually deal with this well.
- The school's approaches to self-review and improvement planning do not focus enough on students' achievement across all their subjects.

What does the school need to do to improve further?

Improve students' achievement in all their subjects to match that seen in English and mathematics by:

- making sure all teaching is at least good, and more is outstanding
- ensuring students' behaviour always makes a strong contribution to their learning
- placing an equal emphasis across all subject areas when reviewing the effectiveness of the school's work and making plans for improvement.





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Challenge Partners, March 2017

QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES¹

School Improvement Strategies:	Outstanding
Outcomes for Pupils are:	Good
Quality of Teaching, Learning and Assessment:	Outstanding
Area of Excellence: Mathematics	Confirmed and valid for 3 years
Previously accredited Areas of Excellence:	Pupil premium English and mathematics

Overall Review Evaluation

The Quality Assurance Review found indicators that St James School appears to have moved beyond the Good grade as judged by Ofsted in the school's previous Ofsted report and is working just within the Outstanding grade. Leaders are fully aware of the next steps needed to ensure that this grade is secure and strategies are already in place to address this.

1. Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.





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Grade descriptors for overall effectiveness
<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ The quality of teaching, learning and assessment is outstanding. ■ All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding. ■ The school’s thoughtful and wide-ranging promotion of pupils’ spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive. ■ Safeguarding is effective.
<p>Good (2)</p> <ul style="list-style-type: none"> ■ The quality of teaching, learning and assessment is at least good. ■ All other key judgements are likely to be good or outstanding. In exceptional circumstances one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good. ■ Deliberate and effective action is taken to promote pupils’ spiritual, moral, social and cultural development and their physical well-being. ■ Safeguarding is effective.
<p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ Other than in exceptional circumstances, it is likely that, where the school is judged to require improvement in any of the key judgements, the school’s overall effectiveness will require improvement. ■ There are weaknesses in the overall promotion of pupils’ spiritual, moral, social and cultural development. ■ Safeguarding is effective.
<p>Inadequate (4)</p> <ul style="list-style-type: none"> ■ The judgement on the overall effectiveness is likely to be inadequate where any one of the key judgements is inadequate and/or safeguarding is ineffective and/or there are serious weaknesses in the overall promotion of pupils’ spiritual, moral, social and cultural development.



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Key priorities 2017-2018	BRAG
Outcomes: to ensure that all students make outstanding progress across the curriculum by:	
<ul style="list-style-type: none"> • Ensuring that the reporting of data is accurate and consistent through: <ul style="list-style-type: none"> - Supporting depts to implement rigorous and consistent assessment that is fit for purpose. - Developing a new reporting system for KS3 that provides clarity to staff and students on student progress towards GCSE targets. - Empowering Heads of Department to challenge inconsistencies 	
<ul style="list-style-type: none"> • Developing the use of data analysis processes across the school to identify underperforming students in all year groups. 	
<ul style="list-style-type: none"> • Reducing gaps in performance between non disadvantaged and disadvantaged students, SEND and non-SEND students and male/ female students. 	
<ul style="list-style-type: none"> • Improving the performance of HPA students so their progress is in line with other attainment groups in school. 	
<ul style="list-style-type: none"> • Ensuring a programme of support and accountability is put in place to support underperforming departments to improve outcomes. 	
Teaching, Learning & Assessment: to ensure that all lessons are secure-excellent by:	
<ul style="list-style-type: none"> • Ensuring students are resilient and independent learners and challenged to achieve their best. 	
<ul style="list-style-type: none"> • Developing teachers' questioning and assessment (for learning) skills so that they facilitate excellent progress. 	
<ul style="list-style-type: none"> • Embedding extended writing and revision skills across the curriculum. 	
<ul style="list-style-type: none"> • Ensuring assessments and schemes of learning meet the demands of the new GCSE specifications 	
<ul style="list-style-type: none"> • Challenging underperformance and supporting staff to reach Career Stage Expectations. 	



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Personal Development, Behaviour & Welfare: to ensure students maximise opportunities, engage fully with expectations and conduct themselves in an exemplary manner by:	
<ul style="list-style-type: none"> Increasing participation in student voice, SMSC provision and enrichment activities 	
<ul style="list-style-type: none"> Developing the role of tutors and expectations of tutor time 	
<ul style="list-style-type: none"> Ensuring staff consistently apply school policies to challenge students 	
<ul style="list-style-type: none"> Reducing the number of students who are persistently absent from school 	
<ul style="list-style-type: none"> Reducing the number of fixed term exclusions through effective use of internal exclusion 	
Leadership & Management: to ensure that all school systems facilitate accountability, consistency, transparency and collaboration so that high expectations of the above are rigorously met across the school by:	
<ul style="list-style-type: none"> Supporting new Heads of Department and Subject Leads to become excellent leaders 	
<ul style="list-style-type: none"> Embedding the pastoral QAR to ensure collaboration between academic and pastoral teams 	
<ul style="list-style-type: none"> Ensuring consistency and effectiveness of Line Management meetings 	
<ul style="list-style-type: none"> Developing and empowering CLT and PLT to challenge, inspire and lead their departments 	
<ul style="list-style-type: none"> Prioritising staff wellbeing and professional development within the constraints of the budget 	
<ul style="list-style-type: none"> Building stronger links with our parents and wider community 	
<ul style="list-style-type: none"> Ensuring that KS3 fully prepares students for the demands and rigour of KS4 	

The following pages contain a detailed action plan for each area of focus, broken down into their key priorities.

Outcomes: to ensure that all students make outstanding progress across the curriculum.

Teaching, Learning & Assessment: to ensure that all lessons are secure-excellent.

Personal Development, Behaviour & Welfare: to ensure students maximise opportunities, engage fully with expectations and conduct themselves in an exemplary manner.

Leadership & Management: to ensure that all school systems facilitate accountability, consistency, transparency and collaboration so that high expectations of the above are rigorously met across the school.

Key Priority: To ensure that all students make outstanding progress across the curriculum by

1. Ensuring that the reporting of data is accurate and consistent through:

- Supporting depts to implement rigorous and consistent assessment that is fit for purpose.
- Developing a new reporting system for KS3 that provides clarity to staff and students on student progress towards GCSE targets.
- Empowering Heads of Department to challenge inconsistencies

Point	Key actions	QAR	Review: who/when/evidence	Costs	Impact	Progress
1	Conduct a department review of assessment processes in LM and MAP meetings to ensure each department has clarity regarding how projections should be formulated.	1	EJH/ARG/LJN/JOW- department MAPs completed	£0	Assessment shows consistency in department and data input is in line with expectations of SLT/CLT	
2	Develop the school assessment policy to ensure there is clarity from each department regarding the use of assessment in their subject/department at both a formative and summative level.	1	EJH/LJN- school assessment policy	£0	School assessment policy shows a personalised interpretation of the school framework, and assessment is effective in promoting progress for subjects	
3	Conduct assessment learning walks and scrutiny (SLT/HOD) to check the relationships between data input and assessments are accurate, using data projections identified in QAR process.	1	ARG/EJH/LJN/JOW- LW record/ data sheets/	£0	Senior leaders are more confident about the data produced in data drops.	
4	Provide CLT and the wider staff with CPD focused on KS3 assessment processes so data projections are accurate..	4/1	LJN- CPD training records	£0	KS3 assessment is robust, promotes progress towards GCSE and data can be analysed. Staff confident in new assessment framework.	
5	Ensure changes to reporting at KS3 is clearly communicated to parents and students through written and verbal opportunities at parents' evenings.	4/1	LJN- letters/events organised.	£0	Parents and students show confidence and understanding of how progress is measured at St James.	
6	Use CDT to review KS3 assessment in departments and ensure assessment framework is fit for purpose as	1	LJN/RVF/MJB to review- more reliable data	£0	Assessment at KS3 allows for projections to be made and a five year curriculum is developed.	

	knowledge of the demands of the new specification grows.					
7	Ensure HODs/ 2 nd in dept develop appropriate tracking systems for KS3 to ensure assessment is rigorous; this may be through the use of SIMS marksheets or other department tools.	1	LJN/HODs- tracking system set up.	£0	Tracking systems evident.	
8	Work with the data manager to ensure there are manageable timelines for all in the processing and analysis of data. Data must be accurate and produced in a timely fashion and in a user friendly manner for HODS.	1	LJN- appropriate data released at appropriate times.	£0	Data is accurate and used well by HODs.	
9	Develop the use of Atkinsons at classroom teacher and HOD level to facilitate conversations about data input and projections and progress. It will facilitate conversations between HODs and staff regarding underperformance of classes.	1	LJN/HODs- Atkinsons used by all levels of the school.	£0	HODS and SLT confident in data projections. Staff using Atkinsons to track their own progress.	
10	Use assessment learning walks and line management discussions to Identify individuals where data projections are not reliable and put in 1;1 support where necessary.	1	LJN to identify- more reliable data evident	£0	Increased staff confidence in data projections and systems at St James	
11	HODs to discuss concerns with data with individuals and work staff through dept meetings and mentoring to improve accuracy of projections.	1	SLT/HODS- LM minutes.	£0	Increased confidence and accuracy in data from 7-11	

Key Priority: To ensure that all students make outstanding progress across the curriculum by:

2. Developing the use of data analysis processes across the school to identify underperforming students in all year groups.

Point	Key actions	QAR	Review: who/when/evidence	Costs	Impact	Progress
1	Ensure pastoral leaders are confident in their use of 4 matrix to accurately track key students underachieving in their group, including year 7 and 8.	1	LJN/ JOW –PLT data review/QAR	£0	Students who are underachieving have appropriate pastoral interventions in place and students are high profile for both CLT/PLT	
2	Develop a whole school tracking sheet so that interventions for students are centralised and impact can be measured. This will be accessible for all departments and contributed to by HOD/HOY and SL.	1	LJN/JML/JJS- centralised interventions record	£0	Clarity from PLT, SLT and CLT of the interventions in place for key students.	
3	Implement an achievement review meeting as part of the QAR cycle where pastoral and curriculum leaders are able to review interventions for key students.	1	LJN- AR meetings on calendar	£0	Clarity from PLT/SLT/CLT for students who are a concern and more effective intervention in place for key students	
4	Communicate key messages to staff on a regular basis, including the use of data briefing meetings so all staff are aware of key students and are empowered to intervene at teacher level.	1	LJN- briefing notes	£0	Whole school awareness and effective teacher interventions for key students.	
5	Use data to inform targeted learning walks of classes where student underperformance is high, to explore classroom climate and dynamics. This will inform informal staff support or meetings where appropriate.	1	LJN/EJH/JOW/ARG- LW record	£0	Development of cross curricular strategies to support underperforming students. More effective practice across school to support key students.	
6	SLT i/c DS, SEN and HPA students to use 4 matrix to track progress of key students and identify students at risk of low progress, monitoring to ensure all interventions are in place.	1	TMB/LJN- data tracking	£0	Achievement gap narrowed.	

Key Priority: To ensure that all students make outstanding progress across the curriculum by:

3. Reducing gaps in performance between non disadvantaged and disadvantaged students, SEND and non-SEND students and male/ female students.

Point	Key actions	QAR	Review: who/when/evidence	Costs	Impact	Progress
1	Implement the DS development plan to ensure there is a cohesive and whole school approach to the support of DS students.	1	LJN- improved performance of DS students	£0	Improved approach to the support of DS students.	
2	Leads of SEN (TMB) /DS (LJN) groups to attend AR meetings to ensure that interventions are appropriate.	1	LJN/TMB- AR minutes,	£0	SLT leads to understand curriculum and pastoral interventions in place and support the delivery of effective interventions for key students.	
3	Set up a student focus group for DS and Boys to discuss their experience of learning and ensure that their voice is used to inform planning.	1	LJN/RVF- focus group minutes	£0	Increased student engagement with learning and progress.	
4	Review curriculum groupings across the school to ensure DS students are with positive role models and staffing of key groups is appropriate. This will take place in LM and Achievement reviews.	1	LJN/SLT/CLT- groupings	£0	Students who are DS and SEN experiencing effective classroom dynamics and therefore showing engagement and progress	
5	Review the option processes to ensure there is an appropriate curriculum offered and DS/ SEN K students are supported is making the correct choices.	1	LJN/EJH/ARG- options process	£0	Students following an appropriate and effective curriculum.	
6	Utilise peer review, with staff from other TWMAT to explore provision for PP and SEN K students and identify areas of development.	1	LJN/TMB- focused development plans.	Cover	Links across the trust. Clarity in strength and areas for development in the focus areas and effective planning to narrow achievement gap.	
7	Conduct Learning walks with a focus on DS, SEN K and HPA and boys to look at attitude to learning and level of expectations.	1	LJN/TMB/ ALL slt- LW records	£0	Best practice in supporting key students disseminated across the school	

8	DS and SEN leads to visit areas of good practice in SWTSA/ DTSA	1	LJN/TMB- development plans updated.	£0	Best practice in supporting key students disseminated across the school	
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Key Priority: To ensure that all students make outstanding progress across the curriculum by:

4. Improving the performance of HPA students so their progress is in line with other attainment groups in school.

Point	Key actions	QAR	Review: who/when/evidence	Costs	Impact	Progress
1	Track progress of HPA students across all year groups through the use of 4matrix and achievement reviews. SLT lead to share concerns with SLT to discuss in LM/ achievement review.	1	LJN- AR meetings/ progress records.	£0	HPA students known to staff, tracked and interventions put in place.	
2	Continue to develop the MAT Reach academy to increase aspirations	1	KDG/LJN	£0	Students completing independent, academic projects and applying to A level.	
3	Identify DS HPA students and ensure they are targeted through the PP development plan where appropriate.	1	LJN- PP development plan.	£0	DS HPA students getting appropriate interventions and outcomes improved.	
4	Use mentoring from H.E providers to raise student aspirations.	1	RVF/KDG- student attendance at H.E event.	£0	Students showing more awareness and aspirations to gain higher grades.	
5	Develop links with H.E institutions/CSSW to ensure HPA students are given appropriate career advice and guidance.	1	RVF/MJB/KDG- record of H.E events taking place.	£0	Students picking appropriate and aspirational level 3 courses and career paths.	
6	Ensure the level of challenge in top four sets is appropriate with students being targeted for grade 7-9. This will be QA through CPD, learning walks and data analysis.	1	LJN/EJH/AR and HODs- level of challeng	£0	HPA students achieving +0.5 progress through appropriate challenge in 7-9	

Key Priority: To ensure that all students make outstanding progress across the curriculum by:

5. Ensuring a programme of support and accountability is put in place to support underperforming departments to improve outcomes.

SUPPORT - Music, Drama, DT Engineering, PE, Geography

WATCH - English Lang, RS , History

Point	Key actions	QAR	Review: who/when/evidence	Costs	Impact	Progress
1	Use Atkinson, DTSA and SWTSA data to help identify departments where progress is not in line with regional performance and support them to develop links with high performing schools.	1	JML/ARG/LJN	£0	Departments making links with areas of best practice and therefore improving practice within their own dept.	
2	Develop subject leads in the open element of EBACC to interpret data and take accountability for the performance of students within their subjects.	1	LJN/EJH/JOW-Subject lead LM meetings and data MAPS.	£0	Subject leaders showing increased confidence in developing their subject area and implementing appropriate interventions.	
3	Use peer support for departments where outcomes need improving.	1	LJN to set up	£0	Areas of best practice disseminated across the school.	
4	Develop a supportive and robust LM programme which continues to focus on progress and attainment of students.	1	LJN/ARG/JOW/EJH- LM notes	£0	LM meetings focused on progress and attainment, so subject leads have clear direction and are empowered to intervene.	
5	Develop programme of appropriate informal support for departments where there has been a decline in progress or attainment, or results have not improved from poor performance. To include -peer mentoring -additional LM support -additional informal support/ MAP meeting.	1	ARG/ SLT- improved performance.	£0	Reduction in in school variation.	

Key Priority: To ensure that all lessons are secure-excellent by:

1. Building students' resilience and independence and challenging them to achieve their best.

Point	Key actions	QAR	Review: who/when/evidence	Costs	Impact	Progress
1	Lesson observations to focus on developing independence and resilience and feedback to be given on this from observations and learning walks.	1-3	SLT/ CLT lead	£0	Students take more responsibility for their learning.	
2	Lesson observation form to be reviewed to ensure there is sufficient focus on priorities 1, 2 and 4.	1-3	EJH to review before after QAR01.	£0	A considered focus on these areas for development will help improve T&L and therefore outcomes.	
3	There will be a whole school focus on HPA to improve outcomes for this group. There will be a move away from labelling groups a top set and a drive for all of e band and the top of x to achieve grades 7-9. Successful teachers of top sets (e.g. NMS with a hugely positive progress score) to share strategies amongst the staff at CPD sessions. The first set of CPD sessions will focus on level of challenge to support this	1-3	ARG/ EJH/ all staff. Review after QAR01.	£0	Within lessons, there will be a clear focus on grades 7-9 (where realistic) and teachers will make frequent references to these higher grades and how to achieve them. This will make this language commonplace and set high aspirations for all our students.	
4	Assertive mentoring will be used to challenge and support students to meet our high expectations. SLT will mentor the most vulnerable students in terms of exam performance.	1-3	RVF to lead on mentoring SLT lead on key students	£0	SLT to have better student and parent communication for key underperformers and to manage aspirations.	
5	SAB to monitor Independent Study (formally homework and ensure that the most vulnerable are adequately supported and challenged to complete study outside of lessons to a good standard. There will be a focus on improving the amount of DS students in homework detention (currently 50%).	1-3	SAB	£0	Students to get into better study habits early on in school life and therefore be better prepared for terminal exams.	

Key Priority: to ensure that all lessons are secure-excellent by:

2. Developing teachers' questioning and assessment skills so that they facilitate excellent progress.

Point	Key actions	QAR	Review: who/when/evidence	Costs	Impact	Progress
1	CPD to provide all teachers with additional support to better question and use Assessment for Learning (AfL) in lessons. This will be introduced on INSET day.	1-3	EJH to review lesson observations after QAR 01.	£0	Teachers will have a better understanding of students' needs and progress. There will be a list of excellent questioning techniques shared with staff.	
2	Learning walks to focus on questioning and AfL and feedback to be given on this in form of verbal feedback and postcards.	1-3	SLT (EJH lead)	£0	More senior leaders will have a better understanding of the quality of T&L and the impact of CPD. Staff will be supported by SLT presence and praise.	
3	NQT and RQT programmes are planned to include a strong emphasis on these skills to support new teachers. The RQT programme will include learning walks focused on this.	1-3	EJH to review after QAR 01.	£0	RQT will make a smooth transition to the second year of teaching and this will support WS improvements in T&L. RQTs will plan lessons highly effectively and this will be seen in lessons plans.	
4	Staff will all receive a free learning walk voucher in September which will allow them cover to visit lessons, staff will be told to focus their walks on these key areas.	1-3	Evidence in QAR observations and staff feedback.	£0	Staff to learn from excellent teachers and embed practice they observe.	

Key Priority: To ensure that all lessons are secure-excellent by:

3. Embedding extended writing and revision skills across the curriculum.

Point	Key actions	QAR	Review: who/when/evidence	Costs	Impact	Progress
1	MJB to lead on a 'Revision Skills' unit for year 7/ 8 taught by English once a fortnight to improve students' study skills as part of a whole school strategy	1-3	MJB to co-ordinate SoL for English teachers and to review the first unit after HT1.	£100- classroom resources.	Students will become more independent learners and develop skills that support them in preparing for exams. This will be measured in PPE outcomes.	
2	MJB to trial 'lecture-style' lessons to develop students' listening skills	1-3	MJB to trial and review with a view for this being developed at KS4.	n/a	Students will develop skills for FE & HE. Students should report a better transition between year groups and onto college.	
3	PSHE 'Revision Skills' to be reviewed to measure effectiveness of this using student voice.	1-3	RVF to co-ordinate.	n/a	See 2.1 Impact	
4	Year 11 (or KS4) students will receive an online revision planner built by their teachers to guide them through their revision in their GCSE year.	1-3	MJB to co-ordinate	£1,000	Students will be better prepared for GCSEs and therefore there will be better outcomes.	
5	CLT to build on their existing map of extended writing (shared on the OneDrive) and revision skills by reviewing and implementing regular opportunities for extended marking which students receive feedback on.	1-3	EJH to lead CLT and this will be reviewed in each QAR cycle.	n/a	Improved outcomes as students will be better supported to be successful in exams.	
6	CPD to focus on feedback and assessment and the effectiveness of this and what work is marked.	1-3	EJH to lead through CPD sessions.	n/a	Students' extended writing and exam strategy will improve as feedback and assessment will be better tailored to the new GCSE	

Key Priority: To ensure that all lessons are secure-excellent by:

4. Ensuring assessments and schemes of learning meet the demands of the new GCSE specifications

Point	Key actions	QAR	Review: who/when/evidence	Costs	Impact	Progress
1	Line management to regularly focus on the assessment area of CLT's map documents and ensure there is a focus on new GCSE Assessment Objectives.	1-3	EJH/ ARG/ JOW/ LJN in line management.	£0	CLT are challenged to ensure assessment is in-line with new GCSE which promotes better progress for students.	
2	CLT to take part in CPD with LJN to ensure their assessment plans meet expectations of new GCSEs. This will also include a focus on iterative testing to ensure students are being tested on content taught in previous years.	1-3	EJH/ ARG/ JOW/ LJN in line management.	£0	Better consistency between departments which improves students' progress. Iterative testing will promote better exam and revision strategy for students in GCSEs therefore improve outcomes.	
3	Embed GCSE style assessments across all curriculum areas in KS3 to ensure the new '5 year GCSE' programme is robust and meaningful.	1-3	EJH/ ARG/ JOW/ LJN in line management. MJB/ RVF in CDT	£0	There will be less of a 'dip' in transition from primary school and students will make more rapid progress as a result.	
4	Individual marking audits and department level audits to be re-formulated with adapted so the focus of any scrutiny is on student progress rather than regularity and 'ticking the box'.	1-3	CLT to lead within departments and to be reviewed each QAR cycle.	£0	Staff will become more consistent in their approach to marking and this will focus on key pieces that push students on.	
5	SLT-lead book checks to be reintroduced rather than a third level of scrutiny in each QAR cycle. This will focus on key groups of students with a particular focus on some groups where we have concerns over outcomes (DS HPA).	1-3	EJH to lead.	£0	Targeted groups (DS and HPA) will make better progress than in 2017.	
6	Assessments will be moderated between teachers and also at a wider level (trust, city or county-wide) to ensure consistency of marking and accuracy of predictions. Where possible, departments will use exam board mock entries to support their judgements (this was used successfully in Maths in 2017).	1-3	CLT led with support from T&L leads.	£0	Predictions for GCSE outcomes will be more accurate and therefore intervention will be better targeted.	

7	Maths and English (who have already been through a year of the new GCSE) will lead CPD to support all other HoDs in preparing them for the new GCSEs in 2018. Furthermore cross-city meetings will be used to promote sharing of resources, assessments and teaching materials within subjects.	1	LJN/ SAB	£0	Departments to learn from the successes and areas for development in Maths and English therefore have a better idea of what the new GCSE will entail.	
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Key Priority: To ensure that all lessons are secure-excellent by:

5. Challenging underperformance and supporting staff to reach Career Stage Expectations.

Point	Key actions	QAR	Review: who/when/evidence	Costs	Impact	Progress
1	All teachers to be formally observed in three QAR windows. The reduction in QAR cycles will support staff to make changes as a result of the feedback they receive. Staff who do not meet CSE to receive additional lesson observations and informal support.	1-3	EJH to monitor and support CLT.	£0	SLT lead to have a clear picture of T&L and the ability to make changes to CPD programme.	
2	DHT learning walks to be recorded on a SS to ensure that all staff are regularly visited. This will be rolled out to the wide SLT to allow a broader understanding of T&L in school and staff to monitor other aspects (such as behaviour).	1-3	EJH All of SLT on a fortnightly basis.	£0	As above (5.1) This will support a better picture of what is going on in lessons on a day-to-day basis and therefore allow support to be put in place where necessary.	
3	LPs/ SLEs/ Excellent teachers/ teachers on the UPS scale to lead in-house support for teachers not meeting CSE.	1-3	EJH	£0	Staff not meeting CSE to make clear improvement after support.	
4	Third year teachers not making expected progress or meeting CSE to take part in RQT programme aimed at second year teachers to support development.	1-3	EJH & SLT mentors of RQTs	£0	Early career stage staff to receive appropriate support to meet CSE.	
5	Staff to complete revised Feedback & Independent Study audits each QAR cycle and discuss with their line manager.	1-3	CLT, reviewed by EJH.	£0	Feedback & Independent Study to be monitored and appropriate support put in place.	
6	Introduction of an RQT programme to support teachers in their second year of teaching. They will receive 1-1 support from a member of SLT and take part in various additional CPD. This programme will	1-3	EJH	£0	Second year teachers to meet CSE and continue to meet the Teachers' Standards. Some will begin to develop leadership skills	

	be extended yearly and will eventually become a five year programme.				with a view to taking on a leadership role in the near future.	
7	NQTs to be supported and challenged with a now trust-wide NQT programme designed by St James.	1-3	EJH	£0	NQTs development will be supported by working with a wider group of school leaders and therefore expertise. Moreover they will have the opportunity to work alongside NQTs in the same subjects as themselves which will support sharing of resources.	
8	All teachers will receive three performance management meetings with the HT/ DHTs to support their development and to inform decisions on pay progression. Staff not meeting the criteria for UPS will not be allowed to move up.	1-3	ARG/ EJH/ JOW	£0	There will be a robust system that is fair and consistent to staff and supports the leadership team to challenge staff where necessary.	
9	Monitor and evaluate the provision and support of ITT to ensure that we are 'talent spotting' and recruiting in priority areas such as MFL and Science.	1-3	EJH/ ARG	£0	The school will remain fully staffed and we will be able to recruit PGCE students early in their course and therefore improve transition to NQT.	

Key Priority: To ensure students maximise opportunities, engage fully with expectations and conduct themselves in an exemplary manner by:

1: Increase participation in student voice, SMSC provision & enrichment activities

Point	Key actions	QAR	Review: who/when/evidence	Costs	Impact	Progress
1	Student voice participation to be wide and spread across ages, gender, abilities and background. Student leaders chair committees and are trained to be successful. Yr 11 exit questionnaires to be completed and analysed on departure.	4/1	RVF / QAR1 / action plan document	£0	Full engagement of all students, increasing motivation in school and raising ambitions and skills	
2	Student voice aspect of the QAR is thorough, valid and representative	4/1	RVF & JOW / QAR1 / CLT QAR spreadsheet and analysis	£0	Useful data and feedback that is at the heart of school improvement, more meaningful	
3	SMSC to be fully represented and apparent across the full curriculum and provision map	4/1	JOW / QAR1 / provision map	£0	Better knowledge of SMSC provision to then action plan from	
4	Assembly programme to be themed across an annual calendar of events that link to SMSC	4/1	JOW / QAR1 / assembly plan	£0	Increased SMSC themes across whole school	
5	Working with Subject Lead, consider PSHE and SMSC opportunities for KS4 students	4/1	JOW & RVF / QAR1 / introduction of more KS4 opportunities	£0	More KS4 opportunities to allow students to have better understanding of society	
6	Map out all enrichment activities on offer at St James	4/1	SEM / QAR1 / enrichment map	£0	Understanding of opportunities	
7	Introduce a system to log and record all attendance and participation in enrichment activities which is then reviewed and analysed	4/1	SEM / QAR1 / evidence of attendance at enrichment	£0	More knowledge of engagement with provision, to consider next steps	
8	Propose a plan for Enrichment Week that will ensure every student takes an active part in a meaningful experience	4/1	SEM / QAR1 / proposal and initial plans for Enrichment Week	£0	Full plan, early in the academic year, so students have a breadth of activities (packages) to select from	
9	Work with staff to improve the enrichment provision and increase opportunities, through additional clubs and activities	4/1	SEM / QAR1 / an increase in staff who contribute to enrichment opportunities	£0	More opportunities to engage and be an active part of the school	

10	Focus on disadvantaged students and their engagement in enrichment, with a clear plan to improve participation	4/1	SEM & LJN / QAR1 / plan written to increase participation	£250	Identification of students who need more support and help to engage in school	
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Key Priority: To ensure students maximise opportunities, engage fully with expectations and conduct themselves in an exemplary manner by:

2: Develop the role of tutors and expectations of tutor time

Point	Key actions	QAR	Review: who/when/evidence	Costs	Impact	Progress
1	Weekly schedule in place for all tutors from HOYs, incorporating key skills and specific activities to yr/KS	4/1	HOYs / QAR1 / displayed and shared weekly calendar, learning walks	£0	Consistency of experience and support for tutors who need it	
2	Tutor time to be effectively used to support students. Monitored by HOYs and SLT with immediate challenge if underperformance is evident.	4/1	HOYs, ACW, JOW / QAR1 / productive use of tutor time	£0	Maximising the use of tutor time and the impact of tutors	
3	Tutor time expectations are revised, circulated and then shared with students, including the tutor time checklist	4/1	ACW / QAR1 / displayed checklists in rooms on noticeboards	£20	Students taking responsibility for their own standards and their peers	
4	Planned informal observations of tutor time to take place at more regular intervals, with HOYs	4/1	SLT / QAR1 / increased presence in tutor time	£0	Raising and maintaining expectations so all students get a positive start to the day	
5	Assertive mentoring for Yr 11 to have key staff attached to underperforming students, clear timelines for actions and appropriate CPD for staff. Incorporating alumni and last year's Yr 11 students to increase capacity for this.	4/1	RVF, JZB, SLT / QAR1 / mentoring list and schedule	£0	Better quality delivery of mentoring leading to future student successes and achievements	

Key Priority: To ensure students maximise opportunities, engage fully with expectations and conduct themselves in an exemplary manner by:

3: Ensure staff consistently apply school policies to challenge students

Point	Key actions	QAR	Review: who/when/evidence	Costs	Impact	Progress
1	Monitoring the On Call data to review staff use of systems within the QAR cycle, leading to good quality sharing of data through line management and CLT QAR	4/1	JOW / QAR1 / On Call data and dept Map documents	£0	Staff utilise the tools of the behaviour system but balance strong sanctions with positive relationships to good effect, reducing On Calls overall	
2	A focus on a different part of the behaviour system and standards every half term, shared through briefing, to refocus staff and aid consistency	4/1	JOW / QAR1 / staff use sanctions consistently and fairly	£0	Staff feel supported and encouraged to challenge students, raising overall standards and supporting staff wellbeing	
3	SLT to be visible, actively challenging students, during lesson changeover and break and lunch. SLT duty and phone rotas	4/1	SLT / QAR1 / staff visible, rotas	£0	Increased presence supports whole staff team and forges positive relationships	
4	Ensure that staff who apply the On Call sanction follow up with email and phone calls, as appropriate, with RJ opportunity in after school detention	4/1	DLM, ACW, JOW / QAR1 / DLM behaviour records	£0	Better use of sanction, with greater long term impact for teacher and student	
5	HOYs to use initiative to do formal checks of standards and follow up as appropriate, at regular intervals	4/1	HOYs, ACW, JOW / QAR1 / checking responses and follow up	£0	Increased expectations of tutors to check standards regularly and have high standards for their tutees	
6	Reissuing of all passes to be out of lessons at the start of the academic year, to streamline and review	4/1	JOW, TMB, DMB / QAR1 / less passes issued	£0	Less frequent time out from lesson and greater impact on students' learning	
7	Pastoral and curriculum QAR processes to identify underperformance and challenge through LM	4/1	SLT, HOYs, CLT / QAR1 / spreadsheets and analyses (maps)	£0	More consistency for students, reducing behaviour incidents with high expectations	
8	New staff are fully inducted school policies through use of handbook and CPD. All staff aware of e-safety processes and support RVF in prioritising.	4/1	DJL, RVF / QAR1 / SCR, CPD	£0	Consistency and transparency of expectations	

Key Priority: To ensure students maximise opportunities, engage fully with expectations and conduct themselves in an exemplary manner by:

4: Reduce the number of students who are persistently absent from school

Point	Key actions	QAR	Review: who/when/evidence	Costs	Impact	Progress
1	TWJ to meet with JOW fortnightly formally to review attendance concerns and follow up on an individual basis, with HOYs then taking the lead.	4/1	JOW / QAR1 / calendared meeting slot	£0	More regular discussions around attendance at SLT level	
2	JOW to meet with Emma Hamilton (EWO) frequently to direct and manage her case load, to maximise impact of hours and engage concerns with a different approach where necessary.	4/1	JOW / QAR1 / meetings occur	£0	Specific, targeted students and families get the right intervention and support to improve attendance	
3	JOW and TWJ to review letters that go home to parents/carers and the process that occurs, placing tutors as the first person to contact with attendance	4/1	TWJ, ACW, JOW / QAR1 / clear plan or stepped process drawn up for persistent offenders	£0	More regular contact from tutors should improve attendance and spreads the workload for TWJ and HOYs	
4	Focus on disadvantaged students' attendance as a priority. Immediate data analysis from Sept with a prioritised focus from tutors with contact.	4/1	LJN, EJH, HOYS / QAR1 / attendance as a priority within PP action plan	£0	Improved attendance and a smaller gap between PP and non	
5	Thoroughly review the non-attendance at Parents' Evenings and Awards Events for 2017, match against school attendance. Identify those who most need to engage. Review process for disadvantaged and build in SLT link who remains that person for their duration. TWJ to be lead on this with online booking. MJB to review non-attenders last year and create target list. SLT meetings with Yr 10 and 11 parents to be reviewed in terms of process, who we invite, how we target.	4/1	MJB, ACW, LJN, JOW / QAR1 / document with analysis and plan	£0	Better understanding of who our most difficult to reach/engage with families are, to then hopefully improve	
6	Engage parents through targeted in school sessions/events, designed to attract those who have been less engaged previously.	4/1	TMB, MJB / QAR1 / events, activities, sessions calendared	£250	Stronger engagement, support. Role model parents who are aspirant and can support their children better.	

Key Priority: To ensure students maximise opportunities, engage fully with expectations and conduct themselves in an exemplary manner by:

5: Reduce the number of fixed term exclusions through effective use of internal exclusion

Point	Key actions	QAR	Review: who/when/evidence	Costs	Impact	Progress
1	Build in regular meeting slot as a pastoral team, to enable clear communication about use of IE as a sanction and what constitutes this sanction	4/1	JOW, ACW / QAR1 / meetings calendared and agendas outlined for the year	£0	Stronger, more consistent leadership from the pastoral team, including opportunities to share good practice and ideas	
2	Review of school behaviour systems to ensure that sanctions have impact	4/1	JOW, ACW / QAR1 / review of data	£0	Improved behaviour and reduced exclusions, reduced IE	
3	Continue with a review of behaviour administration, to streamline the actions from meetings and ensure we maximise external support where appropriate	4/1	JOW, ACW / QAR1 / paperwork fit for purpose and accessible	£0	Reduced exclusions	
4	Utilise DMB and DLM to their strengths and review roles to plan clear timetables and role descriptions	4/1	JOW / QAR1 / timetables and job descriptions done	£0	Better use of time of both staff which will impact more directly on to students	

Key Priority: To ensure that all school systems facilitate accountability, consistency, transparency and collaboration so that high expectations of the above are rigorously met across the school by:

1: Supporting new Heads of Department and Subject Leads to become excellent leaders

Point	Key actions	QAR	Review: who/when/evidence	Costs	Impact	Progress
1	Headteacher to LM new Heads of Department (MFL, Science, PE) to ensure expectations are clear from the start and that support is fully in place. LM meetings to be sacrosanct. LNJ to continue to LM Drama as needed for effective transition and consistency.	1-3	ARG, RJM, NXP, SDG / KMH fortnightly / LM mtg minutes	£0	Consistency in expectations and following of school processes – ensures accountability in place	
2	Whole school processes to be clearly explained to all HODS so they understand the rationale behind them and their role in them.	1-3	ARG/ LM mtgs & minutes	£0	All processes followed in dept and understood	
3	New HODS to be mentored by existing Excellent HODS	1-3	ARG, LNJ, EJH	£0	Consistency in expectations and following of school processes/ Collaboration between HODs	
4	Subject leads to have regular LM with umbrella dept HODS/SLT (PJW – LNJ, HLA – JOW, LRD – JOW, RAW – JOW, CAP – NXP) Mtgs protected in SIMS	1-3	KMH fortnightly/ LM mtg minutes.	£0	Consistency in expectations and following of school processes	
5	Subject Leads to contribute to umbrella dept QAR MAP cycles 1-3 in terms of outcomes and interventions section. Subject Lead lessons should be observed as part of umbrella dept Lesson Obs schedule	1-3	ARG / each QAR cycle / Dept MAP docs	£0	Clear accountability of Subject Lead through reporting requirement	
6	New HODs and Subject Leads to receive CPD in data, 4Matrix, SIMS and Atkinson Reports so feel empowered to complete QAR documents and processes	1	LNJ, EJH, Jon Lunn / pre QAR01 / Dept MAP docs.	£0	High quality Dept MAP documents completed with robust and accurate data.	
7	HODs and Subject Leads to attend Achievement Review meetings and share practice and strategies with other middle leaders	1-3	LNJ/EJH/AR minutes	£0	Consistency in strategies to ensure student success. HODs and SLs to feel empowered by the practice of others	

8	HODs and Subject Leads to complete Exams Analysis documents	0-1	Completed documents and MAP mtgs Sept 2017	£0	Consistency in analysis; review and reflect on results and improvement in strategies for year ahead	
9	HODs and Subject Leads to receive Leadership training as part of CPD	1-3	EJH / CPD programme	£?	Excellent leadership; empowered staff	
10	HODs and Subject Leads to be encouraged to join the TWMAT Leadership Development Programme	1-3	EJH / TWMAT attendance register	£0	Whole school projects as part of programme which will improve student success	

Key Priority: To ensure that all school systems facilitate accountability, consistency, transparency and collaboration so that high expectations of the above are rigorously met across the school by:

2: Embedding the pastoral QAR to ensure collaboration between academic and pastoral teams

Point	Key actions	QAR	Review: who/when/evidence	Costs	Impact	Progress
1	HOY and CLT to attend Achievement Review meetings after each data drop to discuss key students who are underachieving.	1-3	LJN / each QAR cycle plus year 11 initial data drop / data reports (SS)	£0	Improved performance of key underachieving students due to increased collaboration and communication.	
2	HOY to complete Pastoral QAR MAP document and to report to ARG, JOW, ACW, EJH, TMB, LJN at end of each QAR cycle on performance of year group	1-3	JOW / each QAR cycle plus DPC year 11 / HOY QAR MAP docs & meeting minutes	£0	Improved performance of key underachieving students; accountability of tutors and HOY, collaboration between academic and pastoral QAR processes	
3	HOY to receive CPD in data, 4Matrix, SIMS and Atkinson Reports so feel empowered to complete QAR documents and processes	1	LJN, EJH, Jon Lunn / pre QAR01 / HOY MAP docs.	£0	High quality HOY MAP documents completed with robust and accurate data.	
4	HOY to receive Leadership training as part of CPD	1-3	EJH / CPD programme	£?	Excellent leadership; empowered staff	
5	HOY to be encouraged to join the TWMAT Leadership Development Programme	1-3	EJH / TWMAT attendance register	£0	Whole school projects as part of programme which will improve student success	

Key Priority: To ensure that all school systems facilitate accountability, consistency, transparency and collaboration so that high expectations of the above are rigorously met across the school by:

3: Ensuring consistency and effectiveness of Line Management meetings

Point	Key actions	QAR	Review: who/when/evidence	Costs	Impact	Progress
1	All LM meetings to be scheduled in SIMS to protect them happening and meetings to be viewed as sacrosanct by SLT. Any missed need to be rearranged	1-3	ARG / fortnightly / KMH LM mtg minutes	£0	All LM meetings to be considered sacrosanct by SLT/PLT/CLT so their value is high	
2	LM expectations and protocol to be discussed on SLT Day on 25.08.2017 and shared with SLT/CLT/PLT	1-3	ARG / 25.08.2017 / Meeting minutes and protocol document	£0	Consistency of LM meeting minutes	
3	Calendar of LM meetings to be created to ensure consistency of content of meetings within the QAR process	1-3	EJH, ARG / each QAR cycle / KMH LM mtg minutes	£0	Improved consistency of LM meetings and clear accountability framework established	
4	All LM meeting minutes to be held in a central place and minutes to be emailed to ARG for transparency.	1-3	ARG / fortnightly / KMH LM meeting minutes	£0	Transparency of meetings across structures, monitoring of consistency of content	

Key Priority: To ensure that all school systems facilitate accountability, consistency, transparency and collaboration so that high expectations of the above are rigorously met across the school by:

4: Developing and empowering CLT and PLT to challenge, inspire and lead their departments

Point	Key actions	QAR	Review: who/when/evidence	Costs	Impact	Progress
1	HOY to receive middle leadership in-house training as part of CPD and CLT meetings; and the opportunity to attend external programmes, e.g. TWMAT leadership Development	1-3	EJH / CPD Needs Analysis at start of year / PLT/CLT meeting schedule & minutes/CPD records	£ various	HOY feel empowered in their middle leadership position. Courses passed and impact seen in school through projects.	
2	New HODs to complete Cambridge (or equivalent) Lesson Observation course to ensure consistency and standardisation of observations within the QAR process	1	EJH / pre QAR01 cycle / Lesson Obs paperwork	£1500	Robust lesson observation data	
3	Pastoral QAR process to focus on HOY's leadership skills and on detailed accountability of tutors	1-3	JOW / each QAR cycle / HOY QAR MAP docs	£0	HOY feel empowered in their middle leadership position and are developed as a leader to hold tutor team to account	
4	Tutor time identified as a whole school priority and a clear vision for tutor time shared with all staff	1	JOW / start of year / whole school comms/documentation	£0	Improved tutor time provision led by HOY	
5	CLT meetings to focus on Leadership styles, skills and development and reflecting on own dept's performance	1-3	EJH / half termly / CLT meeting minutes	£0	HODs empowered as leaders	
6	Second in Depts given own meeting parallel to CLT to focus on KS3 and to empower 2nds alongside HODs (succession planning). Meetings led by Associate SLT.	1-3	EJH, RVF, MJB / half termly / CDT meeting minutes	£0	All leaders within the core departments empowered.	

Key Priority: To ensure that all school systems facilitate accountability, consistency, transparency and collaboration so that high expectations of the above are rigorously met across the school by:

5: Prioritising staff wellbeing and professional development within the constraints of the budget

Point	Key actions	QAR	Review: who/when/evidence	Costs	Impact	Progress
1	Fully personalised CPD programme for all staff	1-3	EJH / twice half termly / CPD feedback, needs analysis docs, rewards system	£500	Staff positive and empowered by CPD programme; excellent attendance, improved quality of lesson observations	
2	Progression opportunities created within St James through Toes in the Water programmes and Associate SLT positions	1-3	EJH, ARG	Poss.	Staff empowered to progress; promotion within St James and the TWMAT.	
3	RQT programme rolled out	1-3	EJH / fortnightly / RQT feedback and paperwork	£0	RQTs receive ongoing support, so continue to improve and be empowered to progress	
4	NQT programme to provide professional development opportunities on a TWMAT wide level through networking and trust wide NQT meetings	1-3	EJH / meeting schedule / NQT feedback & paperwork	£0	NQTs receive ongoing support, so continue to improve and be empowered to progress	
5	HOY/HOD/SL to receive middle leadership in-house training as part of CPD and CLT meetings; and the opportunity to attend external programmes, e.g. TWMAT leadership Development	1-3	EJH / CPD Needs Analysis at start of year / PLT/CLT meeting schedule & minutes/CPD records	£ various	HOY feel empowered in their middle leadership position. Courses passed and impact seen in school through projects.	
6	After school meetings to be limited to Tuesday/Thursday to prioritise wellbeing. Promote Marking Mondays/Wellbeing Wednesdays (TFI Fridays)	1-3	ARG / start of year / calendar	£0	Improved staff workload and morale	
7	Periodic Headteacher 'Room 101' drop in sessions to discuss changes to school systems and processes	1-3	ARG / half termly / changes	£0	Improved staff workload and morale – staff feel listened to	

8	All staff to receive Welcome Back bags – facilitate wellbeing & increased value placed on staff as contents look after health, make working easier, reward staff	1	ARG / September / feedback	£1000	Improved staff morale & improved attendance/reduced cover	
9	Calendar of staff events throughout the year	1-3	EJH, SLT / ongoing / feedback	Poss. Cont.	Improved staff morale	
10	Staff Surveys conducted regularly to canvass views, followed up with 'You said, we did' feedback	1-3	MJB, EJH / each QAR cycle / feedback	£0	Improved staff workload and morale – staff feel listened to	
11	Improved communication to say well done/thank you between SLT and staff through postcards/St James card	1-3	SLT / ongoing / feedback	£150	Improved staff morale	
12	HT drop in sessions for SLT	1-3	ARG / ongoing / feedback	£0	Improved staff morale	
13	INSET days to include significant individual time for planning, marking and moderation	1-3	ARG /EJH – agendas	£0	Improved staff workload and morale	

Key Priority: To ensure that all school systems facilitate accountability, consistency, transparency and collaboration so that high expectations of the above are rigorously met across the school by:

6: Building stronger links with our parents and wider community

Point	Key actions	QAR	Review: who/when/evidence	Costs	Impact	Progress
1	SLT lead on Parental Engagement to be identified	1-3	TMB, MJB / start of year / programme of proposed support	Poss.	Improved parental engagement at parents' evenings, whole school events, PSJ	
2	Parental Feedback to be collected regularly and in significant quantities to be viable and acted upon	1-3	MJB, TMB / after each parents' evening / data	Poss.	Increased parental feedback and improved school processes as a result.	
3	Parents involved in aspirations and careers events to help promote college and university opportunities to our students	1-3	TMB / ongoing / attendance registers	£0	Improved number of students going onto level 3 courses and applying to university	
4	Members of the local community to join our Local Governing Body – and appointment of another Staff Governor	1-3	ARG, Andy Mulcock / ASAP / increased membership of LGB.	£0	Increased community presence on LGB	
5	Programme of events at St James involving local community; events that St James contribute to	1-3	MJB, ARG, SAB / ongoing / attendance & programme	Poss.	Improved perception and presence of St James in the local community	
6	Local businesses to be involved in aspirations, work experience, careers talks	1-3	MJB, SAB, SEM / ongoing / directory of business involvement	Poss.	Increased business presence in extra-curricular events	
7	Enrichment programme to engage parents & local businesses where appropriate	1-3	SEM / ongoing / attendance	Poss.	Increased parent & business presence in extra-curricular events. Improved perception of St James' enrichment programme.	
8	Parents and alumni students to be involved in review of school strategies used and their effectiveness	1-3	ACW / MJB – consultation documents & surveys	£0	Increased effectiveness of school strategies and systems – more positive feedback from stakeholders and improved results.	

Key Priority: To ensure that all school systems facilitate accountability, consistency, transparency and collaboration so that high expectations of the above are rigorously met across the school by:

7: To ensure that KS3 fully prepares students for the demands and rigour of KS4

Point	Key actions	QAR	Review: who/when/evidence	Costs	Impact	Progress
1	St James' SLT Toes in the Water programme to offer Associate SLT role to review the effectiveness of KS3 and how well it prepares students for KS4	1-3	Appointed person / EJH / LJN / ARG – Final Report and Recommendations	£1250	Improved KS3 provision and a clear list of actions for further improvement	
2	Curriculum Deputies Team meetings to be focused on KS3 and to run parallel to AR/CLT meetings with focus on KS3 – following same agenda as CLT/AR	1-3	MJB/RVF/LJN – minutes of meetings	£0	Improved KS3 provision; monitoring and tracking of students; ensuring a five year GCSE with consistency across both key stages	
3	Extended Writing to be embedded at KS3	1-3	HXT / LJN	£?	Extended writing to be completed in all subjects across all years	
4	Revision Skills lessons for years 7 & 8 to improve students' capacity to review – knowing how to and what to	1-3	MJB / English dept /EJH – lesson outcomes/mock exam results	£?	Students feel confident to revise – knowing strategies available to them and how they apply those strategies; and do so for mock exams	
5	KS3 Assessment to be fully embedded, monitored and tracked, focusing on iterative testing of content and coverage of key skills in preparation for KS4	1-3	LJN / EJH	£0	KS3 assessments to prepare students for KS4 and to cover content that they will need at KS4.	
6	HODs to develop Long Term Plans that cover all five years so KS3 fully prepares students for KS4.	1-3	LM / Exams Analysis meetings	£0	KS3 lessons and SOW link directly to KS4 facilitating a five year GCSE	
7	Year 8 to graduate KS3 with a ceremony (at different levels based on different factors) and to make pledges for KS4	1-3	RAW/ACW – ceremony	£300	Raise profile of KS3 and the importance it plays to KS4	