

The Learner is at the heart of  
everything we do



**Focus Area:**

# 1. Our learners are confident and independent individuals equipped for success in the 21<sup>st</sup> century

Linkages:  
2,4,20, 8

## Review of existing evidence (June 2017)

PSHEE Curriculum from Y7-11 features careers advice, employability skills and the range of post 16 pathways available. Expertise of C Bensa and C James. Gold Careers award. Post 16 opportunities evening. Bespoke AP programmes available depending on need. Also work with outside agencies. A&E work – super curricular offer. Learner Levels. NEET figures low. Post 18 – 80% university, 10% defer, 10% into employment and training. Work Experience programme at KS5.

## Improvements needed/challenges

Learner Levels embedded and made explicit but need to be reviewed. Focus shifted due 1-9 grading at GCSE. Needs to be clearer links to not meeting expectations. Is there a way of making tracking of this more meaningful but still manageable? Can we make it have a greater impact on our learners? Further work needed with form tutors on careers? Workload is a challenge here. Non university routes to be explored at KS5.

## Inputs (resources to use)

Current learner level descriptors to remain  
C Bensa  
C James  
S Rippin  
K Rhodes

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## Evaluation of Impact so far (June 2018)

## Short Term Impact/Outcomes

Greater engagement from staff, students and parents in career guidance.  
Learner level data makes a greater contribution to intervention process  
All are aware of routes and destinations available to them and the actions needed.

## Outputs (Actions, participants, infrastructure)

Working party established in September to look at independence/employability  
Tweaks made to tracking to ensure clearer distinction  
Focus on Y10 and 11 form tutor role in preparation for personal statements.  
Careers learning journey made explicit for each key stage – this should link with LLs  
Debate day

# 2. We are inclusive, recognising and responding to the needs of each individual

## Review of existing evidence (June 2017)

Every student with any element of need is identified and strategies for supporting them are in place, where appropriate. Entry to our 6<sup>th</sup> form is inclusive. Our monitoring and reporting structures ensure that the performance of those with need is appropriate and interventions are put in place where this is not the case. We use additional funding in a targeted and appropriate fashion, ensuring that disadvantaged students have access to the highest quality teaching and intervention where appropriate. A&E Vision is not selective.

## Improvements needed/challenges

To what extent are students getting a personalised experience in individual classrooms?  
Ensuring that individual need is targeted in a precise way, rather than as a blunt 'catch-all' measure  
Our provision for EAL students, particularly those who join mid-year needs to be more robust  
For disadvantaged (PP) students, are we ensuring the missing cultural capital is available to them?  
PP trips to university. Oxbridge cohort – wider group?

## Inputs (resources to use)

EAL-use of existing practitioners with additional support from newly trained members of AEN  
Use of funding to ensure that students achieve potential broadening cultural capital of disadvantaged students through targeted use of funding for extra curricular learning tools (must be more than a 'books and pens' approach)  
We have time, money and data available to support depts to ensure they support students

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## Evaluation of Impact so far (June 2018)

## Short Term Impact/Outcomes

A review of current processes in each department that will inform next steps (Completed by Autumn 2017, with implementation of action plan 2017-2018)  
  
Subject leader agenda in the first term-and a continued focus on this throughout the year

## Outputs (Actions, participants, infrastructure)

DS to oversee each aspect of this area  
  
Who is responsible for inclusion in each department? Must be a specified role, built into an existing responsibility to ensure that support for these students is school-wide. How do you ensure that students at every stage of their journey are being provided for?  
  
Student voice  
  
Opportunity shared in Sept. for champion in each dept.

**Focus Area:**

# 3. Learners embrace rather than fear challenge and are happy to work outside their comfort zone

Linkages:  
4, 14, 16,  
27, 30, 31

## Review of existing evidence (June 2017)

We are a growth mindset school – parent evenings, assemblies – but what impact has this had in classroom? High challenge low threat approach to learning is implicit and needs to be more explicit – many teachers already adopt this but not all. Maths – 5 Bs before me etc. use of cards in planners. Self reporting. End of year challenge grades have built in aspiration. How many achieve this? Supported by the work of MM/A&E.



## Improvements needed/challenges

Much of the work of MM currently takes place outside of lessons and is aimed at one cohort – how can we involve all learners in this?  
Challenge: Use of academic language is a higher priority with new specifications. Oracy, reading and writing all contribute to this.



## Inputs (resources to use)

Funding for training day – Trust contribution  
Grace Fletcher – whole school literacy role  
Mary Murray-Brown – A&E  
Debate training – ready to roll out to other departments



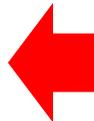
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## Evaluation of Impact so far (June 2018)



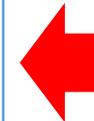
## Short Term Impact/Outcomes

Observations reveal greater challenge and resilience in students as they work outside their comfort zone  
Reduction in on calls due to improved resilience



## Outputs (Actions, participants, infrastructure)

Teaching and Learning training day across the trust in November – Alex Quigley keynote, enquiry based approach, oracy etc  
PLC on challenge in 2018 resourced by MM and research from AF shared.  
Exposure to success in classroom, greater use of peer to peer teaching  
Communication with parents – review mindsets evening – broader scope  
Debate day – Feb. Assemblies



# 4. There are a wide range of opportunities for learners to build cultural capital and employability skills

Focus Area:

Linkages:  
3, 6, 14, 15

## Review of existing evidence (June 2017)

Aspiration assemblies and lunchtime lectures, employers and outside agencies. Range of extra curricular clubs, visits and trips available – many of which are targeted at disadvantaged groups. Prefects AP in place for individuals with greatest need. Bronze D of E – has contributed to this but is coming to an end.

## Improvements needed/challenges

Could we do more to promote this in lessons, including PSHEE?  
Further modelling by teachers of academic language  
Continue to develop Alternative Provision offer  
Move to John Muir to replace Duke of Edinburgh

## Inputs (resources to use)

Hardship fund in place to support disadvantaged groups.  
PP funding – university trips?  
Danny Stewart – Achievement for All Assoc. Assistant Head  
Craig Haslingden – student leadership  
RIS, IRIS and Swire – opportunities here  
Mary Murray-Brown, Clare Bensa

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## Evaluation of Impact so far (June 2018)

## Short Term Impact/Outcomes

Mandarin is established as twilight with good attendance and high levels of engagement.  
Student and parent voice on John Muir reveals positive feedback.  
Students confident in using a wider range of vocabulary in exams and reading age of students increases. Mock exam results higher. Enquiry based approach widely used  
Debate team success in competition

## Outputs (Actions, participants, infrastructure)

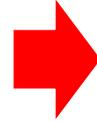
Y10 blue cohort to trial John Muir led by CH  
Training day on academic language in Nov.  
Mandarin course launched and promoted.  
'Curiosity and powerful learning' model  
What are key threshold concepts in each subject? What does every child have a right to access in each subject? Oracy a priority – debating CPD at training day. Form time programme on relevant issues and concepts in contemporary society.

# 5. A bespoke set of timely interventions are in place to support learners who are not yet meeting expectations

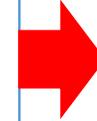
Focus Area:

Linkages:  
9, 10, 11,  
12

Review of existing evidence (June 2017)  
Intervention is lead by progress leaders and involves all KS holders.  
Reactive to tracking.



Improvements needed/challenges  
SLs need capacity to be more responsible for and responsive to tracking and the intervention process.  
Disconnection between KS3 (progress and effort) and KS4 (lead by assessment data and P8)  
Increase engagement of staff with data and its importance, classroom staff, subject and key stage level.  
Data needs to be more robust across the board. Assessment which contributes to tracking needs to be more robust linking to the GCSE.  
SLs to target, coordinate and monitor interventions in each department.  
Identifiable subject level interventions – what can we see/justify what is being done.  
A re-evaluation of the meeting expectation judgement on tracking based on historical tracking and performance data. Input analysis of 2 years data to determine minimum flight path journey.



Inputs (resources to use)  
Analysis of data.  
Greater understanding of the role of TSAT and the role and rational of the TSAT target grade.



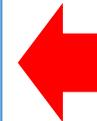
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Evaluation of Impact so far (June 2018)



Short Term Impact/Outcomes  
Data is more robust and accurate  
Assessment is more robust and accurate.  
More effective use of show my homework to improve the performance of homework and to engage underachievers.  
SLs of English, Maths and Science to discuss and support Grade 9-1 in other subject areas.



Outputs (Actions, participants, infrastructure)  
The use of show my homework to lead on intervention – SL to co-ordinate and monitor.  
All staff  
Lead by HS, HG, DS and AW  
Key stage leaders/TLR holders to have an identifiable role in the interventions.  
Investigation into what works at other schools to support Y7s not yet at age related expectations.

# 6. From year 7 our learners build the stamina and resilience needed for linear assessment

**Focus Area:**

Linkages:  
3, 11, 19

## Review of existing evidence (June 2017)

Baseline assessment week Y7 and then exam weeks for every year group. All tracking is based on assessment. Resilience is learner level. Grade 9-1 is used for assessment. Question level analysis used to set high levels of challenge and use gap analysis challenge. Knowledge of changing picture linking to KS2 and the transition information from each year group. On going transition meeting from year group to year group. PSHEE mental health and support around examinations and preparation.

## Improvements needed/challenges

Use of mastery. Language – vocabulary gap, vocab expectation of our students.  
Growing and understanding of KS2 learning and including English knowledge within their own subject area.  
Growing and understanding of nuances for year 9.  
Growing and understanding of the individual grade boundaries. Should students see minimum grade on spectrum? Advancement of spiral curriculum and spacing.  
Further development of high challenge low stakes assessment – the mini testing.  
How is each subject area impacting on the overall picture and wider curriculum/

## Inputs (resources to use)

Further use of QLA  
Increasing information from examination boards linking to 9-1 grading.  
Role of SL of maths, English and science of role of 9-1 and mastery of curriculum.  
Continuous visit for and from KS2/primary school.  
Resilience worker - Munna

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## Evaluation of Impact so far (June 2018)

Results

## Short Term Impact/Outcomes

Gaps in English and maths identified in QLA and all individuals and group summary.  
An understanding of the criteria for grade 9-1 grading.  
Consistency across all subjects  
To understand the learning journey from KS2.  
Reduce incidences of mental health concern – if they are more prepared for the examination process, building resilience.  
Greater confidence of staff with new specifications.  
Improvements needed with planning backwards now we know the results from the GCSE outcome.

## Outputs (Actions, participants, infrastructure)

SLs speaking to departments  
Calendared meetings from summer results.  
Sharing of primary visits and work done by students in Y6  
Referral process designed for Munna to capture students not coping. SR involvement  
PLCs – focus on primary school and KS2 curriculum and share with department.

# 7. Form membership supports all learners on their journey through Tapton

## Review of existing evidence (June 2017)

Extended form times  
A focus on the importance of the form tutor  
Team build in Y7 creates an initial bond  
Form discussions are now streamlined to have a great impact  
One to one meetings with FT and SLT to discuss progress at Y8 and Y10  
A sense of identity and community is built by Form tutors and Year Managers  
Assemblies are part of a programme of development and help to reinforce a community approach



## Improvements needed/challenges

Extension to all year groups of these one to one sessions with FT and SLT-leads to student feeling valued and each year allows us to have a 'whole school' student voice.  
Do form tutors **know** their form in depth? Are they able to offer individualised support to every member of their form? More 1 to 1s?  
Possible a more structured approach to form periods, where staff and students are given a specific area to engage with in a morning?  
What is your form programme and how does it support all learners on their journey?  
Those students who miss out on form period due to intervention. How are we ensuring they are supported?  
Is there a clear narrative to assemblies across the year and do YMs/SLT use them to drive the school's message forward?



## Inputs (resources to use)

Form tutors/Year Managers  
Use 6<sup>th</sup> form model to determine outline of form programme  
6<sup>th</sup> formers? Possible outreach programme? Speed dating system already set up by AW at KS5. Possible extension to other years? Key strategic points to target-Options, transition between Key Stages



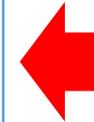
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## Evaluation of Impact so far (June 2018)



## Short Term Impact/Outcomes

A 'structure with freedom' approach established quickly and ready to implement for next academic year  
Form time resources shared more widely – effective means of doing this found. LEE reveals depth and breadth of form tutor knowledge and expertise – student voice and staff voice too.  
Form tutor reviews with SLT continue to run successfully and trigger other interventions, ultimately leading to great results and creation of 'Become fine, caring and principled citizens'



## Outputs (Actions, participants, infrastructure)

Progress reviews for all year groups with FT and SLT  
Working group to look at the current role of the tutor and how it can be developed. A couple of form tutors from each year to give their views about how we populate the form programme, with a view to setting up a new programme quickly  
Effectiveness of programme measured through attendance figures, student voice, QA undertaken by YM?  
Menu of choice for form time. Form time LEE (Learner Experience Enquiry) in November  
Development of form principles? Could forms lead an assembly? Form fundraising?

# 8. Our learners make positive contributions to the wider community

## Review of existing evidence (June 2017)

KR and MA visited mosque July  
Visits to Crosspool at lunchtime and after school – now on duty rota  
Litter Picks with Tapton high vis vests on  
We deal with complaints in a quick, responsive, positive way  
Netherthorpe Mural

## Improvements needed/challenges

Complaints about behaviour on bus and out in the community  
Community assembly wc 23<sup>rd</sup> Oct  
Needs to represent our diverse community  
Visits to care homes – music, baking  
Shop owners free tickets for show -opening night  
Gardening in community  
Art in the gardens      Crosspool Festival – DT  
Netherthorpe Noticeboard

## Inputs (resources to use)

Prefects  
Head Boy / Girl team  
John Muir  
CH – Student Leadership  
Allotment

## Evaluation of Impact so far (June 2018)

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## Short Term Impact/Outcomes

Visibility / awareness of what we do is recognised  
Letters of thanks for donations  
Parent / Community voice is positive  
We may have more complaints in short term following sign in shops at Crosspool

## Outputs (Actions, participants, infrastructure)

Build links with Sheffield press – KR  
Continue visits to Mosque – KR / MA  
Choose local charity to donate to – S10 / S6 focus  
Tweet these things, Tapton Updates – KR  
Allotment established at Hagg Hill – CH  
Investigate involvement in Crosspool Festival – KTA. Update Netherthorpe noticeboard –possible work of Tapton displayed there  
Display in entrance – Tapton in the Community  
Sign in shops at Crosspool  
Y12 Volunteering fair

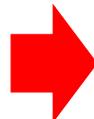
**Focus Area:**

# 9. Our behaviour for learning is always excellent allowing all to thrive

Linkages:  
14, 16, 25,  
13

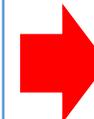
## Review of existing evidence (June 2017)

Clear behaviour policy shared with all staff, students and parents (On Call).  
B4L class support/guidance with SR.  
KW supporting individual students/small groups in specific lessons.  
Step up room used to support learning.  
Leadership and B&S team on duty every break and lunch around key points in school.



## Improvements needed/challenges

Use of on call intervention appropriately.  
Clear actions taken and escalation using SLs and B&S team.  
Teachers to take responsibility for B4L in their classroom and use a wide range of techniques and interventions to manage B4L before escalating. Unconditional positive regard adopted by all? Staff to own corridors and spaces outside the classroom.



## Inputs (resources to use)

Trial of electronic pink slip system.  
FT to use behaviour (and rewards) data to discuss regularly with form.  
Behaviour data to be used to inform support from LT and B&S team in school.



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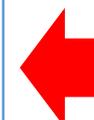


## Evaluation of Impact so far (June 2018)



## Short Term Impact/Outcomes

Reduced low level disruption in classrooms.  
Reduced number of on calls/exclusions.  
Improved staff morale with regards behaviour in lessons and around school – staff voice reveals this.  
Being aware of students with AEN and other needs.



## Outputs (Actions, participants, infrastructure)

New electronic pink slips.  
New SLT and B&S team on call.  
B4L support/coaching.  
B4L Twilight in September to feedback on learning walks that took place in summer.  
Staff voice gathered at this stage too (to be collected again in April/May)

**Focus Area:**

# 10. Attendance and punctuality is maintained or improved from Y7 to Y13. Where attendance is not yet excellent it improves over time.

Linkages:  
2, 3, 7, 12

Review of existing evidence (June 2017)

Whole school attendance 96.1% and reviewed weekly in attendance with clear follow up. procedures. Use of APO and MAST as required. SLT and Governor meetings. Exploring fixed term fines. B&S team managing punctuality and attendance whole school.

Improvements needed/challenges

Regular sharing of the importance of good attendance and punctuality and the positive impact this has in school.  
Tackling persistent absence, especially of Mental Health CAMHS referrals.  
Tackling pupil premium absence.  
Accurate registers every registration and lesson.

Inputs (resources to use)

Attendance concerns letters termly to parents. Registration certificates shared as a matter of course.  
Rewards.  
Certificates.

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Evaluation of Impact so far (June 2018)

Short Term Impact/Outcomes  
Improved attendance and punctuality whole school but more importantly for pupil premium and persistent absence.

Outputs (Actions, participants, infrastructure)

Attendance and punctuality to be on tracking data with comparison to year average.  
Greater use of Tapton Update to educate parents on good attendance and punctuality.  
School bus!  
All meetings with parents to discuss attendance and punctuality as a matter of course.  
New rewards system to encourage 96+%

# 11. Our GCSE Pathways offer opportunity and flexibility, leading to success in further study or employability for every individual

**Focus Area:**

Linkages:  
6, 19

## Review of existing evidence (June 2017)

Review of pathways taken place of Jan 2017 with introduction of the turquoise band (flexibility in the timetable to incorporate interventions – wider audience).

Full sweep of subjects offered at every option cycle with no compulsory EBACC.

Continuous PSHEE days offered at year 10 and year 11 with the focus of examinations and UCAS and post 16.

## Improvements needed/challenges

Review the first year of progress in turquoise band and review in light of individual P8 scores who are on the cusp of traditional blue/green.

Evaluated the Impact of teaching for the students in the blue band.

Monitor learning behaviours with the blue.

Change the perception of alternative routes of 6<sup>th</sup> form to other avenues of education.

Moved the Y10 exam week 2018 before the written papers to ensure a better performance. They have been given higher status. More time for individual support and advice.

Improvement, somehow, in work experience aimed at disaffected students.

## Inputs (resources to use)

Data analysis of year 10 performance.  
Changing the PSHEE curriculum to suit the needs and expectations new cohort and GCSEs.

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## Evaluation of Impact so far (June 2018)

## Short Term Impact/Outcomes

The year 10 intervention starts earlier from those identified from analysis. Ensuring the 'penny drop moment' appears earlier.

Planned programme of work experience and employability skills for individuals.

A greater awareness of a career journey and the landmark moments in year 10 and year 11.

Students understand the significance of subject areas and what would happen if they do not receive English and Maths.

## Outputs (Actions, participants, infrastructure)

Form tutors has a learning journey given out to form tutors at the beginning of the year. Students also need a learning journey. Learning journey is revisited throughout the 1:1s with form tutors as well as extended form time to reduce stress and mental health concerns.

John Muir to offer further opportunities for Y10 blues

# 12. We recognise that we all have a mental health. We care for ourselves and each other in order to achieve the best sense of wellbeing for all

**Focus Area:**

Linkages:  
11, 10, 9

## Review of existing evidence (June 2017)

YM refer students to KW.  
Refer students to external agencies as appropriate (school nurse, Future Shapers) for their support and family support. Also support carers. MAST weekly support for B&S team. Parent supporting child with exam stress evening. CAMHS staff training on attunement. Website.

## Improvements needed/challenges

Lunchtime drop in service, focussing support around identified pressure points in school.  
Further development of website.  
Staff wellbeing group and workload considerations  
New staff/Teaching school staff training.  
Supervision?  
SLE award for SR

## Inputs (resources to use)

Open door policy of support for students and staff. Mental Health and Wellbeing and Resilience Support Assistant.  
CAMHS staff training on relationships and top tips for staff supporting MH.  
Links with staff wellbeing alliance.  
Links with SDSA (teaching schools MH programme).  
PSHEE programme

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## Evaluation of Impact so far (June 2018)

## Short Term Impact/Outcomes

Staff feel able to discuss MHWB and feel supported and that workload is being taken into consideration.  
Continue to raise awareness and destigmatise MHWB and provide a wide range of avenues for support in and out of school.  
Improved attendance and punctuality.  
Maintain exam result success.

## Outputs (Actions, participants, infrastructure)

Referrals made to Mental Health and Wellbeing and Resilience Support Assistant.  
Further promotion of MHWB support network within and outside of school.  
Further development of supporting students with the pressure of exams – especially with move to fully linear and the impacts of by 2019.  
Continue to develop PSHEE programme in response to student voice.  
Allotment for staff and students. Develop sensory garden - John Muir

# 13. We celebrate the contribution and successes of every learner

Focus Area:

Linkages:  
2, 7, 25

## Review of existing evidence (June 2017)

Success of merits rewards scheme at KS3, KS3 celebration evening, lead learners. End of year rewards have been reviewed and modified for 2017-18. These will be termly and the slate wiped clean each term to provide greater motivation and increased involvement. Y11 and Y13 proms to continue.

## Improvements needed/challenges

Ensure engagement and smooth running of new rewards events for KS3 and 4. Further engagement with rewards and celebrations later in KS3 and at KS4. Inclusivity – involvement of disadvantaged groups.

## Inputs (resources to use)

Rewards budget (reduced from 12 to 5k)  
Steve Rippin to lead  
Danny Stewart to have input as Achievement for All lead  
Student voice gathered around proposed changes.  
Use of website to promote

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## Evaluation of Impact so far (June 2018)

## Short Term Impact/Outcomes

Increased numbers of students involved in celebrations. Student, parent and staff voice in summer 18 suggests improvements made.

## Outputs (Actions, participants, infrastructure)

Rewards policy communicated in Sept 17 to parents, staff and students.  
Tapton twitter to celebrate success, inside and outside classroom.  
Training day, information evenings for parents.  
Regular checks to ensure inclusivity - DS

Learning is exciting, engaging  
and inspirational



Focus Area:

# 14. Our classrooms adopt a high challenge, low threat approach to learning

Linkages:  
3, 12

## Review of existing evidence (June 2017)

Resilience, mindsets have become part of our common language. Lots of assemblies on it, posters etc  
Our GCSE students coped well in their linear exams at end of Y11

## Improvements needed/challenges

Do our existing approaches translate to habits of day to day learning? Are students pushed to work outside their comfort zone? Do they give up too easily? Do we spoon feed them too much, particularly when under pressure to get the grades?

## Inputs (resources to use)

PLCs  
Work of Mary Murray Brown

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## Evaluation of Impact so far (June 2018)

## Short Term Impact/Outcomes

Learner Experience Enquiries reveal students readily ask questions, seek clarification, are resilient and attempt challenging tasks. Mary Myatt approach  
Trial exams reveal students ability to attempt and often get harder questions right

## Outputs (Actions, participants, infrastructure)

Observations as part of LEEs include this as a focus  
Challenge PLC in term 3 has this as a focus  
Academic language is used in a way that all can access, learn and adopt themselves – focus on training day in November

# 15. Teachers are secure and confident in their subject knowledge

Focus Area:

Linkages:  
1,4, 16, 19

## Review of existing evidence (June 2017)

Where possible, subject specialists teach content at every key stage.  
Staff are aware of a range of information and resources with which to develop their knowledge  
Bespoke CPD and PM to enhance knowledge and enable staff to bridge any gaps  
Observations from PD and QA show that staff knowledge is at least good and frequently outstanding

## Improvements needed/challenges

Reduction in PPA alongside the continued implementation of new specifications  
  
The difficult financial picture meaning there is an increased possibility of colleagues teaching subjects outside of their specialism

## Inputs (resources to use)

Resources across the trust for staff to access expertise.  
Annual trust wide SL meeting  
Joint training across the trust  
Access to external providers

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## Evaluation of Impact so far (June 2018)

## Short Term Impact/Outcomes

More secure subject knowledge and improvement in results  
  
As specifications become more embedded, staff knowledge becomes stronger and performance increases as a result.

## Outputs (Actions, participants, infrastructure)

Disaggregation of meeting time to enable co-planning and free up teacher time to further their knowledge  
  
Promotion of opportunities to develop your subject knowledge  
  
Curiosity and powerful learning approach trialled so students – ‘Acquire useful and important bodies of knowledge’

# 16. Lessons have a sense of awe and wonder

Focus Area:

Linkages:  
3, 9, 14, 19

## Review of existing evidence (June 2017)

Non judgemental observations encourage teachers to take risks.  
QA student voice and learning walks reveal high levels of engagement in many subjects.  
TLC strategies now widely used – we are restless in our pursuit of excellence and open to change



## Improvements needed/challenges

Are all teachers confident within classroom  
Do all lessons have a hook into learning?  
Does teacher subject knowledge lead to high levels of engagement?  
Do students know what success looks like and feel confident that they can achieve?  
Do teachers trust students and do students trust their teachers in order to thrive?



## Inputs (resources to use)

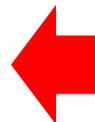
PLCs  
Fields of Learning Teaching School  
IRIS, RIS  
CAMHs relationship training



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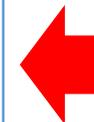


## Evaluation of Impact so far (June 2018)



## Short Term Impact/Outcomes

'Lessons are worth behaving for' in eyes of students.  
Reduction in low level disruption in lessons  
Improvement in staff confidence and a greater willingness to take risks – staff voice (linked in with mental health questionnaire)



## Outputs (Actions, participants, infrastructure)

Teaching and Learning training day in November  
LEE approach to replace QA with starting point of student voice to lead the enquiry  
'Curiosity and powerful learning' approach – enquiry based learning

# 17. Homework enhances the learning experience in the classroom, reaching every learner

## Focus Area:

Linkages:  
1, 2, 5, 18

### Review of existing evidence (June 2017)

Homework principles for KS3-5 2017  
Show my homework – years 10, 12 and 13  
Course outlines document for KS3 and 4 – detailed homework provision in each subject.  
Homework matters mornings  
Interventions  
Homework clubs

### Improvements needed/challenges

Inconsistent identification of non completion through right click.  
Setting of homework does not match policy.  
Teachers mindset of homework is not always consistent within their department and whole school.  
Greater clarity needed on the value of homework and its function.

### Inputs (resources to use)

Show my homework plus analysis of data.  
Library resource and changing of the school day to facilitate homework completion.

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### Evaluation of Impact so far (June 2018)

### Short Term Impact/Outcomes

Greater clarity and consistency of the departmental homework picture in all key stages.  
Greater completion of homework.  
Incorporation of show my homework across all Key stages.

### Outputs (Actions, participants, infrastructure)

SLs to interrogate show my homework logs against department homework policy.  
Experiment with the use of show my homework to target students who do not complete homeworks.  
KS leaders to use homework club and provide resources for students to use and complete linking to tasks and assessments/homework.

# 18. New technologies are used to support, extend and contextualise learning inside and outside the classroom

**Focus Area:**

Linkages:  
17, 22, 27

## Review of existing evidence (June 2017)

ICT Pathfinders group linked to TLCs.  
Investment in IWB/screens for all teaching spaces (some now coming to end of working life replacement programme to screen solution).  
Laptops lease solution for all teaching staff including SDs.  
Managed print solution.  
Continued use and support of O365. Microsoft Showcase school accessing support from external consultants.

## Improvements needed/challenges

Funding implications.  
Shared approach and access to centralised solution/resources TSAT.  
Staffing/workload implications.  
General Data Protection Regulation - 25 May 2018 meeting new compliance standards and ways of working- TSAT.  
Show my homework move to all year groups.

## Inputs (resources to use)

SMHWK- training and protocols shared with all key stakeholders.  
Work alongside 9ine and others to be ready for GDPR deadline and beyond.  
O365/Power BI training offered for key staff.  
Innovations in use of ICT continue through PLCs.

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## Evaluation of Impact so far (June 2018)

## Short Term Impact/Outcomes

TSAT website/platform.  
SMHWK- used by all teachers and learners to support the use of effective homework.  
PLCs offered in use of ICT now available through trust/9ine developments.

## Outputs (Actions, participants, infrastructure)

Innovations in use of ICT continue through PLCs  
Systems and policies compliant with GDPR.  
Opportunities to share good practice and resources exist beyond the review of ICT.

# 19. Our spiral curriculum prepares learners for linear assessment with mastery learning at its heart

**Focus Area:**

Linkages:  
6, 11

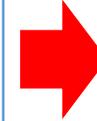
## Review of existing evidence (June 2017)

English and PSHEE has a spiral curriculum. September 2017 all GCSE subjects will be on new specifications therefore there is a greater awareness of the demands of 9-1 Grades.



## Improvements needed/challenges

We look forward to GCSE and look back to KS2. Nothing should be a surprise in GCSE nor should we limited our expectations from KS2. An audit of skills needed for success at GCSE. Understand the meaning of mastery within their subject area. Mapping out where these skills are learnt, built upon and ultimately consolidated.



## Inputs (resources to use)

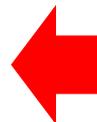
GCSE specification QLAs from papers. KS2 transition and results/analysis of the SATS and style of questioning. Expertise of SLs of English and Maths to model the building of the spiral curriculum across the trust.



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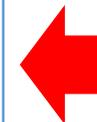


## Evaluation of Impact so far (June 2018)



## Short Term Impact/Outcomes

Greater confidence both staff and students entering KS3 and KS4.  
Reducing the vocab gap.  
Secure understanding of the paper and dissemination across the departments and the trust.  
Spiral curriculum in place.



## Outputs (Actions, participants, infrastructure)

All SLs and all teachers. Planning for Subject Leader meetings must factor this in. Departmental development time. Use of primary school teachers/knowledge to inform planning.

# 20. Careers education creates aspiration and drive for all so that all know how to reach their dreams

Focus Area:

Linkages:  
4, 10

Review of existing evidence (June 2017)  
CEIAG lessons in PSHEE from Y7.  
Gold Careers award.

Improvements needed/challenges  
A wider understanding of how individual subjects can lead to careers, particularly non-core subjects.  
Realistic dreams without quashing aspiration (targets change).  
FT to be more aware and involved in career plans of students.

Inputs (resources to use)  
SR – personal development & FT  
HS – PSHEE  
Clare Bensa/Carol James – placements and interviews.  
Links with NHS  
Aspiration assemblies

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Evaluation of Impact so far (June 2018)

Short Term Impact/Outcomes  
Student voice will show a greater awareness and progression of careers opportunities.

Outputs (Actions, participants, infrastructure)  
Careers fair with input from NHS giving an overview of the wide range of jobs.  
FT/LT reviews.  
Options process explicit link to careers.  
Student voice gathered.

# 21. We are agile in our use of data to ensure rapid progress for all

Focus Area:

Linkages:  
5,32

## Review of existing evidence (June 2017)

Our Assessment and Tracking cycle is realistic, tied to student experience and creates a realistic picture of performance on an individual, group, subject, class and key stage. This enables classroom teachers, SL, TLR holders to make meaningful, targeted interventions.

The development of a self assessment element to feedback ensures student engagement with their progress and encourages mature reflection.

## Improvements needed/challenges

How can an individual member of staff determine the exact need of a student based on data and plan intervention as appropriate?

When our robust system of data identifies an area of concern, what individual approach do we take as a result.

Tracking data must be totally clear and robust. Possible need to examine the role of LL data and Meeting expectations data? Targets must be totally clear to staff, students and parents

## Inputs (resources to use)

Use of guidance to support all disadvantaged students identified by data as underachieving.

A departmental understanding of how to raise performance where data identifies underachievement

Self assessment framework and guidance provided by AW and HG

4Matrix software and L3VA Ready reckoner

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## Evaluation of Impact so far (June 2018)

## Short Term Impact/Outcomes

Results improve

Key target groups make progress in line with expectations

Students become more effective at being self aware and self improving about their own learning experience.

## Outputs (Actions, participants, infrastructure)

Driven by progress leaders/SLs/relevant members of SLT related to disadvantage

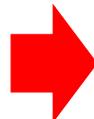
Continued monitoring of Self Assessment protocol to ensure improvement.

# We are a research rich school and our work with the Institute of Research in Schools and the Swire foundation places us at the forefront innovation in education

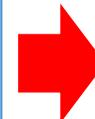
## Focus Area:

Linkages:  
27, 29,31

Review of existing evidence (June 2017)  
Previous experience of programmes including 'Authentic Biology' improved both attainment and destinations for students by improving their school experience.  
The Swire Foundation approached the school as an Outstanding School with a track record of good results in modern foreign languages.



Improvements needed/challenges  
Continue to raise the profile of science in schools across the North of England. The challenge of sometimes saying 'no' and staying within the planned boundaries for involvement.  
Introducing Mandarin Chinese to Tapton's curriculum offer without damaging other MFL subjects.  
Providing outreach to the wider community- bringing aspects of KS3 work down into KS1 and 2.



Inputs (resources to use)  
IRIS- Becky Parker- alongside the new northern team of HI, ON, VB. Funding for new projects and to maintain existing ones. Support for rooming and other physical resources.  
SWIRE- Paula Li and additional time for GD to broker support, organise sessions and evaluate impact.  
Longer term aim to provide support for ITT through the University of Sheffield.



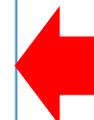
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Evaluation of Impact so far (June 2018)



Short Term Impact/Outcomes



Outputs (Actions, participants, infrastructure)

IRIS

- Building of the Northern hub.
- Linking with the Researchers in Schools as joint hub centre.
- Continuing to find new funding streams through bid writing and other opportunities.
- Communications across school and other interested sectors.

SWIRE

- Deliver to learners across Key Stages 1 to 5.
- Forms links with local businesses and the university.
- Plan and run trip to China in 2020.

# 23. Teachers understand how they can contribute to the wider learning journey from KS1 through to 5 and beyond

**Focus Area:**

Linkages:  
19, 15,

## Review of existing evidence (June 2017)

Pockets of staff have visited primary schools in recent years to observe, teach or meet with KS2 teachers.  
Grace Fletcher/Adrian May – question level analysis of KS2 scores  
New GCSEs and A Levels have forced teachers to work backwards and plan an appropriately challenging KS3 curriculum

## Improvements needed/challenges

Ensure right levels of challenge in place throughout KS3-5  
Further visits/links created with primaries to improve awareness of KS2 curriculum  
Learning support to liaise with KS1 teachers to broaden their range of strategies to support EAL and AEN students.

## Inputs (resources to use)

Primary feeder schools and others within the trust  
Teaching school  
Grace Fletcher, Hayley Sharman  
KS2 curriculum and tests  
1-9 descriptors  
Transition – Paul Heath

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## Evaluation of Impact so far (June 2018)

## Short Term Impact/Outcomes

Students are fully prepared for KS4 and 5 study.  
1-9 descriptors altered and re-published.  
Student voice reveals higher levels of challenge at KS3.  
Smooth academic transition from KS2 to 3.

## Outputs (Actions, participants, infrastructure)

Review of 1-9 descriptors for individual subjects to ensure KS3 gradings match level of challenge at KS4 and KS2.  
HS – meetings with KS3 leaders to ensure they lead this process  
PLCs  
Facilitate/organise cover to allow teachers to visit primaries

Working together as a professional  
community to ensure the best  
outcomes for all



# 24. We are all learners with the capacity to develop and improve

Focus Area:

Linkages:  
26,27,29,  
30, 31, 33

## Review of existing evidence (June 2017)

Whole school philosophy of TLC is embedded and embraced by staff  
Large numbers of staff take advantage of our extensive provision of opportunities for professional development, both internally, through the trust and through access to external providers  
Teaching school status now granted  
We are at the cutting edge of R&D opportunities and practice

## Improvements needed/challenges

Transition to new development opportunity of PLC in the coming academic year.  
Ensuring all staff engage with the culture and ethos of PLC programme  
An acceptance that we have the capacity to learn and where to access the support you need. This ethos to be spearheaded by SLT and SLs  
To ensure that the teaching school is having the maximum impact and staff can identify measurable progress in their own practice

## Inputs (resources to use)

Teaching school status and the boost in funding this provides  
PLC and PLC facilitators  
Professional Development Programme

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## Evaluation of Impact so far (June 2018)

## Short Term Impact/Outcomes

Strength of practice and expertise across the trust will continue to grow  
Staff confidence to deliver new specs, training and support to colleagues and students will increase  
A culture of risk-taking is evident  
New system on learning platform is up to date and effective – saving on admin time too.

## Outputs (Actions, participants, infrastructure)

Directory of expertise across the trust. A clear record of where to turn if you require further professional support. Open to all staff, at all levels.  
Performance Development is embedded and electronic/centralised/more efficient – PD reviewers needs updating.  
Measurable impact of attendance at opportunities to develop. How do staff disseminate the practice they have gained knowledge of?

# 25. Unconditional positive regard for our students and colleagues is central to our practice

## Focus Area:

Linkages:  
3,9, 14,  
24. 32

### Review of existing evidence (June 2017)

Repair and rebuild meetings paper the way for new beginnings.  
Positive on calls  
When on call's popping to lessons to see staff and support.  
Key workers support identified students where that has been a fractious interactions.  
Extra curricular clubs to support students.  
Interventions in place to support students not achieving.  
Acknowledging strengths within subject areas – within morning briefing.  
Alumni notice board. Prefects – display board and use.  
KS3 celebration evening. Learner of the term procedure – bronze silver gold. Sports presentation evening. Step up room and work of key workers

### Improvements needed/challenges

More acknowledgement of students strengths from other subject areas including current and alumni.  
KS3 celebration for year 7s and 8s?  
Rewards system to be reviewed in order to be more inclusive.  
Unconditional positive regard from staff to staff and appreciation of what they do.  
An acceptance of the valuable roles of everyone with the school.  
To have a process within each department to praise and appreciate those within their team and the achievements of students.  
An acceptance of that every meeting and lesson is a fresh start to ensure progress.  
Understanding of the role of year managers and what they do and to accept their decisions (always based on unconditional positive regard)

### Inputs (resources to use)

Tracking data including attendance, behaviour and homework.  
External/alumni to come in and speak to students.

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### Evaluation of Impact so far (June 2018)

### Short Term Impact/Outcomes

Improve mental health and well being of staff and students.  
Building stronger relationships with students in the classroom and corridors.  
To consider the way they approach behaviour, rather than shouting - consider the student's lifestyle.  
Leaving the past behind them and forward thinking.  
Key stage leaders to create plan to appreciate and provide unconditional positive regard for students.

### Outputs (Actions, participants, infrastructure)

Consider ways colleagues can adopt this approach with each other as well as students – openness, honesty is important. Humans first – colleagues second.  
Rewards team to analyse the use of rewards and develop/improve.  
Student voice to see their understanding.  
Staff to run experiences to involve all students in opportunities to gain positive regard.  
Year managers  
SLs to monitor  
Key stage leaders to co-ordinate department work and share with other departments.  
Visit to mosque to share positive stories

# 26. Our professional development programme for teachers is learner centred and has a direct impact on student outcomes

**Focus Area:**

**Linkages:**

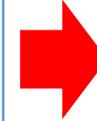
## Review of existing evidence (June 2017)

CPD menu created  
KR and RT met with over 50 teachers during last academic year to find out what drives our teachers and what support they need  
SMLP and Leaders for Tomorrow both ran successfully with presentations due in first half term to SLT.  
Some staff are Specialist Leaders in Education, DD is an National Leader in Education  
Performance management rebranded as performance development  
TLCs redesigned as PLCs to involve all and focus on learners.  
Pledges found to be a source of inspiration for some but more of a bolt on, not core business for others.



## Improvements needed/challenges

Not all staff have met with KR.  
Could our leadership programmes be more bespoke – creation of influencing others course with menu of choices  
Do all staff know what NLE, SLEs mean? Needs properly explaining.  
To what extent are current professional development opportunities learner centred? PLCs should bridge this gap along with creation of a teaching and learning objective for PD.



## Inputs (resources to use)

Teaching School Funding  
KR, SAR, DD as NLE  
Performance development  
PLCs



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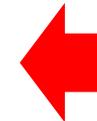


## Evaluation of Impact so far (June 2018)



## Short Term Impact/Outcomes

Influencing Others course is well attended and feedback is positive  
SR, HS, HI, KR, ON etc are made SLEs  
KR has met with all teachers for their CPD meeting  
Performance development cycle runs smoothly



## Outputs (Actions, participants, infrastructure)

KR to meet with remaining and new teachers who have not yet had their CPD meeting.  
More SLEs badged up – all staff made aware of what this opportunity means  
Influencing Others course resourced, with a range of contributors from across the trust and teaching school partnership schools.  
New performance development programme is launched – everyone uses learning platform.

# 27. All staff actively engage with the learning opportunities available to them, this includes a focus on the use of new technologies

**Focus Area:**

Linkages:  
18, 24, 29,  
30, 31, 33

## Review of existing evidence (June 2017)

TLCs have run for past three years - mostly led by T+L ambassadors across various areas of curriculum and pedagogy. Including ICT pathfinders.  
CPD programmes have high numbers of participants have had access through Teaching School, for example SMLP. The schools has developed and deployed a number of SLEs and a NLE.  
Support for external CPD offered on an individual basis.



## Improvements needed/challenges

Move to PLCs to highlight and recognise the contribution of all staff.  
Taking full advantage of the funding available through the apprenticeship levy.  
Wide offer required to address needs of all support staff and see relevance for their individual career path.  
Opportunities available through new technologies not yet realised across school and Trust.  
**Financial implications of cuts.**



## Inputs (resources to use)

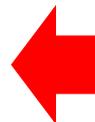
Twilights and training days including joint TSAT INSET.  
ICT review conducted by 9ine.  
Teaching school offer.  
Funding for school and trust wide CPD.



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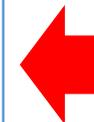


## Evaluation of Impact so far (June 2018)



## Short Term Impact/Outcomes

Move to new TSAT domain and O365 environment/Windows 10.  
Joint INSET.  
Teaching School offer published and planned.  
Support staff voice shows a move towards a feeling of professionalism and greater value.



## Outputs (Actions, participants, infrastructure)

Responding to the IT review (9ine) including the feedback from the key user groups.  
Training programmes in place to address needs of all staff through Teaching School.  
Shared approach to/knowledge of PLCs across the trust.

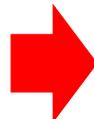
# 28. We care for each other's happiness and wellbeing

Focus Area:

Linkages:  
24, 31, 32

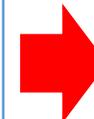
## Review of existing evidence (June 2017)

Staff happiness and wellbeing group set up  
Staffroom committee  
Move more fortnight launched  
Staff section on mental health and wellbeing site.  
Return to work/occupational health intervention.  
Some staff involved in a range of social activities.  
Email protocol to promote work life balance.  
Leave of absence. Open door policy of SLT and SLs.



## Improvements needed/challenges

Staff happiness and wellbeing programme needs to feed in throughout the year – not just at the end of term or in summer.  
Greater participation in social activities to avoid cliques forming.  
Greater recognition of stresses of the job and workload. Need for a work life balance – modelled from the top. Earlier intervention for staff struggling with pressures of work and life.



## Inputs (resources to use)

Mental Health funding  
CAMHs  
Mental health website  
Expertise of Steve Rippin  
Fair use of LOA policy  
H&W group – use of this group of like-minded individuals. Not just SLT.  
Staff wellbeing alliance - survey



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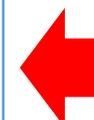


## Evaluation of Impact so far (June 2018)



## Short Term Impact/Outcomes

Survey results September 18 reveal an improvement on September 17.  
Uptake for activities remains high after first bout of enthusiasm  
Exit interviews reveal positive feedback



## Outputs (Actions, participants, infrastructure)

Promotion of a range of staff wellbeing activities – do one thing for yourself today.  
Reissue leave of absence policy – in pack of policies. CAMHs twilight to involve some aspects of staff personal wellbeing.  
KR and SR to meet with Steve Waters to get advice.  
Displays in staffroom and around school  
Cake Fridays, staff pantomime, relaunch of London Road Club

**Focus Area:**

# 29. Through collaboration we form a shared understanding of what makes great teaching and learning at Tapton

Linkages:  
14, 15, 16,  
26, 27

Review of existing evidence (June 2017)

TLCs – which include teaching staff and year managers/key workers  
SL meetings  
Department meeting plan changed for the academic year and use of meeting hours.  
LT link meetings.  
Subject QAs.  
Planning SOWs within department areas linking to all KS's  
Every student is given the very best chance to succeed, we can be certain that if a student doesn't achieve in Tapton they won't succeed in another school.

Improvements needed/challenges

Incorporate admin staff in the shared understanding/collaboration.  
Incorporate more information linked to KW and YM's within the new PLC's  
Acknowledgement of every child matters and tailored to individual learners.  
Consider all the different grouping of students and ensure differentiation including Invisible middle and PP and A&E  
Use the expertise of colleagues within the department as well as admin and year managers to support the development of others inside the school and departments.  
Remember/accept that certain students have a heavier burden/significant barriers to learning.  
Use the role of KS leaders to collaborate and ensure outstanding teaching and learning in their department to ensure progression.  
The information that is shared with SLs that it is distributed correctly with the same importance and message as they are told.

Inputs (resources to use)

PLCs  
LEEs  
Staff expertise and knowledge as professionals  
Teaching and Learning Training day in Nov

***Working together as a professional community to ensure the best outcomes for all***

Evaluation of Impact so far (June 2018)

Short Term Impact/Outcomes

LEEs reveal consistency across departments  
Unity between staff (admin, YMs, SLT, SLs and teaching staff).  
Teachers share outstanding strategies for particular students to aid progress – what works for me could work for you.  
Acknowledgement that we are all working to get the best out of students. Sometimes we may have to bend to accommodate circumstances of individual students.

Outputs (Actions, participants, infrastructure)

PLCs are positive, collaborative and reaffirming. Staff share and learn from each other, trying new techniques in classroom.  
Learner Experience Enquiries are more developmental than QAs of past  
Each KS leader to co-ordinate and organise SOWs, lead meetings linking to data.  
Teaching and Learning principles updated and reissued at training day in Nov

# 30. Fields of Learning Teaching School places us at the cutting edge of developments in education and provides relevant and up to date CPD for staff at each stage in their career

## Focus Area:

Linkages:  
26, 27, 31,  
32, 33

### Review of existing evidence (June 2017)

Success of Escafeld programmes: School Direct, SMLP, Leaders for Tomorrow, Women into Headship.



### Improvements needed/challenges

Creation of Fields of Learning Teaching School as an Independent entity – branding, budget, launch and set of principles established.  
Links with IRIS and RIS.  
Appointment of staff to lead teaching school



### Inputs (resources to use)

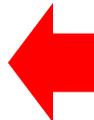
TS Funding  
Office Manager (SAr)  
Director of Teaching School (KR)  
Director of Primary (JC)  
Deputy Director of Teaching School (AF)  
SR, HS, KN  
Links with SDSA looking at developing a programme for leadership and school direct on mental health and wellbeing



***Working together as a professional community to ensure the best outcomes for all***

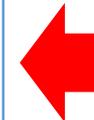


### Evaluation of Impact so far (June 2018)



### Short Term Impact/Outcomes

Take up is strong for Influencing Others course  
School Direct course runs in a personalised way – primary and secondary  
Recruitment for School Direct 2018-19 is strong – targets met  
SLEs are deployed



### Outputs (Actions, participants, infrastructure)

Creation of unique offer based on bid  
Meetings with partner schools  
Branding and PR created including website and flyers  
Launch on training day in Nov  
Influencing Others course devised  
SLEs are interviewed and badged up – blurbs ready and on website

# 31. We embrace the opportunity to learn from other schools and organisations

**Focus Area:**

Linkages:  
22, 27, 26,  
24, 30

## Review of existing evidence (June 2017)

TSAT – Middle and senior leaders are involved in offering school2school support for TSAT members and beyond (brokered by Director of Learning TSAT or Teaching School)  
TSAT reference tests established for Y8 and Y10  
Tapton represented in regional networks  
Close relationships with local and national universities informs the UCAS Process  
Close relationships with primary schools supports transition work

## Improvements needed/challenges

Establish a shared rationale with staff regarding the purpose and benefits of being in a Trust  
Increase opportunities for staff within Tapton to work across the Trust  
Improve communication of TSAT activities to increase engagement

## Inputs (resources to use)

Annual SL meeting involving all Trust middle leaders to support effective networking  
Sharing of assessments across the academic year to ensure commonality of approach

***Working together as a professional community to ensure the best outcomes for all***

## Evaluation of Impact so far (June 2018)

## Short Term Impact/Outcomes

Increased efficiency and effectiveness across the Trust, e.g. assessment, curriculum planning etc.  
Mutual reflection and improvement between the Trust partners.

## Outputs (Actions, participants, infrastructure)

TSAT assessment calendar established  
Evidence of increased communication and support across the Trust, e.g. between middle leaders

**Focus Area:**

# 32. We work together to achieve our goals of clarity, simplicity and impact

Linkages:  
5, 9, 10,  
21, 26,29

## Review of existing evidence (June 2017)

New e-mail protocol to support staff manage workload  
Clarity around punctuality procedures  
Clarity around behaviour procedures  
Greater and more immediate support for behaviour management  
Disaggregated meeting time to ensure staff can manage workload and requirements of their role.  
Self reporting system for Y11-13 tracking

## Improvements needed/challenges

Our number 1 target must be the elimination of inconsistencies in all areas  
Fine-tuning of behaviour and on-call protocol required, as well as management of low level disruption  
Self-reporting roll out and extension of programme will require further management to ensure clarity  
Clarity of new assessment procedures at all levels to ensure data is robust-particularly at KS2-KS3  
Streamline communication and ensure staff are clear about when we can and cannot report back to them and identify the timeframe this may happen in. Assess the impact of the reduction in PPA time. Management of the new school timings  
Tracking and the role it has, as well as what the data means

## Inputs (resources to use)

Staff and student voice  
Leadership team link meetings and subject lead meetings will be essential in ensuring our message gets across clearly and simply

***Working together as a professional community to ensure the best outcomes for all***

## Evaluation of Impact so far (June 2018)

## Short Term Impact/Outcomes

Positive staff well being and mental health.  
A more collegiate atmosphere in school, with an shared understanding of the ownership of the direction of travel.  
All meeting time and collaborative time will have a sharp focus, ensuring impact because everyone's time is valuable  
Greater trust at all levels in the professional conduct of staff

## Outputs (Actions, participants, infrastructure)

SLT will lead by example and regularly discuss as part of our programme of meetings with each other, but also with SL how we are ensuring clarity, simplicity, impact  
Staff voice at regular intervals with the aim of ongoing improvement throughout the year  
Rationales are always fully explained and opportunities given for staff to listen and begin a dialogue

# 33. There is a match of career development opportunities across the Trust with talent development for each colleague

**Focus Area:**

Linkages:  
24, 26, 31

## Review of existing evidence (June 2017)

Common programmes, such as SMLP, are accessed across the Trust and beyond.

Incidences of school2school support provide staff with valuable training opportunities.

RIS, Swire and IRIS offer an emerging prototype of Trust work

## Improvements needed/challenges

Create more opportunities for school2school support and establish a wider culture of engagement with senior and middle leaders.

Add the requirement to engage in Trust work to SLT and SL PD

Harmonise programmes such as NQT and RQT

Further alignment of curricula

Improve communication of opportunities with the Trust

## Inputs (resources to use)

Use yearly Trust-wide SL meeting to share the benefits of Trust work

Have termly or half-termly SLT meetings

***Working together as a professional community to ensure the best outcomes for all***

## Evaluation of Impact so far (June 2018)

## Short Term Impact/Outcomes

Greater involvement at all levels of leadership across the Trust

Joint INSET day on Teaching and Learning

Sustained communication and support across the Trust

## Outputs (Actions, participants, infrastructure)

Sharing of learning from CPD across the Trust and not just within schools and departments, through the use of technology.

Create and develop a team of TSAT ambassadors