

QUALITY OF EDUCATION - Outcome / Objectives listed		
<ul style="list-style-type: none"> To continue to develop KS3 and KS4 to really develop the hinterland around a subject in order to deepen and enrich the understanding of the key ideas and concepts. To develop and adapt the curriculum so it is coherently sequenced to all SEND students' needs, starting points and aspirations for the future. To further develop the use of extensive vocabulary across the curriculum by ensuring that students are encouraged and supported to learn and use subject-specific, professional and technical vocabulary. To scrutinise the curriculum provision for all students to ensure those with a bespoke timetable is of high quality and meets the needs of students and their careers aspirations. To scrutinise and evaluate the curriculum to ensure that students are taught about diversity in all of its forms in order to improve their sense of identity and belonging, raise attainment and improve social cohesion. To ensure that HOYs have an impactful role in raising achievement of students for their respective year groups. 	<ul style="list-style-type: none"> Where special needs have been identified, devise the assessment processes to ensure that student outcomes are improving as a result of the different or additional provision being made for them. To embed the Rushey Mead Principles of Instruction both in school and for remote teaching. To ensure students are able to memorise and recall knowledge through the skills that they have been taught. To have consistency in the homework experience across all subjects so that it is purposeful. To promote high level reading skills and reading for enjoyment so that students are able to access demanding texts in all subject areas. To identify best practice in provision of revision resources and ensure that best practice is the practice of all. 	<ul style="list-style-type: none"> To ensure that teaching is optimised during the period of blended learning. To modify processes of assessment, marking and feedback to determine progress of learning through remote teaching during blended learning. Ensure school achieves well against headline accountability measures. To improve progress and attainment of boys so that it matches that of girls within school. Continue to refine and implement multi-faceted and enriching pupil premium plan. Ensure students with high prior attainment make at least expected progress in all year groups. To develop and adapt the curriculum so it is coherently sequenced to all NTE students' needs, starting points and aspirations for the future.
BEHAVIOUR & ATTITUDE - Outcome / Objectives listed		
<ul style="list-style-type: none"> To ensure a calm and orderly environment in the school and the classroom so that students can learn. To ensure that the behaviour strategies being implemented are having an impact in reducing fixed-term and internal exclusions. To ensure that assertive behaviour mentoring sessions are fit for purpose and have a positive impact. To continue to reduce the number of C3s for homework. 	<ul style="list-style-type: none"> To identify trends and patterns in behaviour across the spectrum so that actions can be targeted for maximum positive impact and improve behaviour. To analyse absence information and continue to implement intervention strategies to reduce persistent absence and improve attendance. To improve lines of communication between the inclusion team, teaching staff, SEND, PP team. 	<ul style="list-style-type: none"> To improve punctuality to school in the morning. To implement the reward system so that it continues to encourage positive learning behaviours. To promote and embed the culture of restorative justice. To organise a ban of mobile phones to improve behaviour and wellbeing.
PERSONAL DEVELOPMENT - Outcome / Objectives listed		
<ul style="list-style-type: none"> To ensure that students with SEND are included in all aspects of school life and they are well prepared for their next steps in education, employment and training, and adult lives. To enhance the extra-curricular provision so that all students develop their whole self through a variety of opportunities. To ensure RMA meets the Gatsby standards with a particular focus on Benchmark 1, 3, 4, 5, 6 and 7 so that students follow post-16 pathways which are appropriate to their starting points and meets their needs and aspirations, thereby reducing NEET, particularly for DA students. 	<ul style="list-style-type: none"> To develop student understanding of protected characteristics and its importance in promoting equality and respect. To develop an age-appropriate understanding of healthy relationships through appropriate relationship and sex education. To continue to improve tutor time provision so that it is purposeful and actively contributes to students' wellbeing and academic progress. 	<ul style="list-style-type: none"> To evaluate the effectiveness of the school's provision for students' spiritual, moral, social and cultural education. To ensure that students are aware of and embrace British Values in their everyday actions. To ensure that processes and procedures are in place which promotes student wellbeing as a result of school closure. To develop a system to have an overview of mentoring so that there is a coherent approach across the school between all key parties.
LEADERSHIP & MANAGEMENT - Outcome / Objectives listed		
<ul style="list-style-type: none"> To continue to take into account the workload and well-being of staff in order to deliver a high-quality education. To ensure all alternative provision is a suitable and safe placement that will meet students' pastoral, academic/vocational/technical and, if appropriate, SEND so that it is fit for purpose and that our policies and procedures meets Ofsted expectations. Ensure councillors are well informed about the curriculum and other school matters so that they can challenge and hold leaders to account. 	<ul style="list-style-type: none"> To ensure all resources are used effectively to maximise achievement. To train and prepare teachers so that they have a shared understanding and knowledge of the principles about cognitive science in a way that allows students to transfer key knowledge into long term memory. To ensure that all teachers have expert knowledge of the subjects that they teach and, where they do not, they are supported to address these gaps so that students are not disadvantaged by lack of subject knowledge. To ensure there is a sustained healthy and balanced budget to support effective teaching and learning. 	<ul style="list-style-type: none"> To develop an induction programme which meets the criteria of the Early Career Framework (ECF) and is ready to be deliver from Autumn 2021. To ensure staff and students are protected from infection by the Corona Virus. To ensure that all staff are familiar with the changes to the new OFSTED framework and its implications. To use the Catch-up premium and the national tutoring programme to support students plug gaps in their learning due to school closures.
OUTREACH & COLLABORATION - Outcome / Objectives listed		
<ul style="list-style-type: none"> During academic year 20-21 the Teaching School will demonstrate significant impact against the current Teaching School KPIs, ensuring that Trust schools in particular benefit from this work. 	<ul style="list-style-type: none"> To support the establishment and opening of Brook Mead Academy, the operation of Castle Mead Academy on an ongoing basis and to support all aspects of provision at Orchard Mead Academy. 	<ul style="list-style-type: none"> To work in close partnership with the SCITT to successfully recruit high quality NQTs.