



SCHOOL IMPROVEMENT PLAN 2022 – 2023



RUSHEY MEAD
ACADEMY

TMET Strategic Plan

The TMET Strategic Plan sets out **six strategic priorities** that build upon our collective achievements and help realise our vision - *to enable our pupils to become knowledgeable, conscious, compassionate and happy people who will make a positive difference wherever life takes them.*

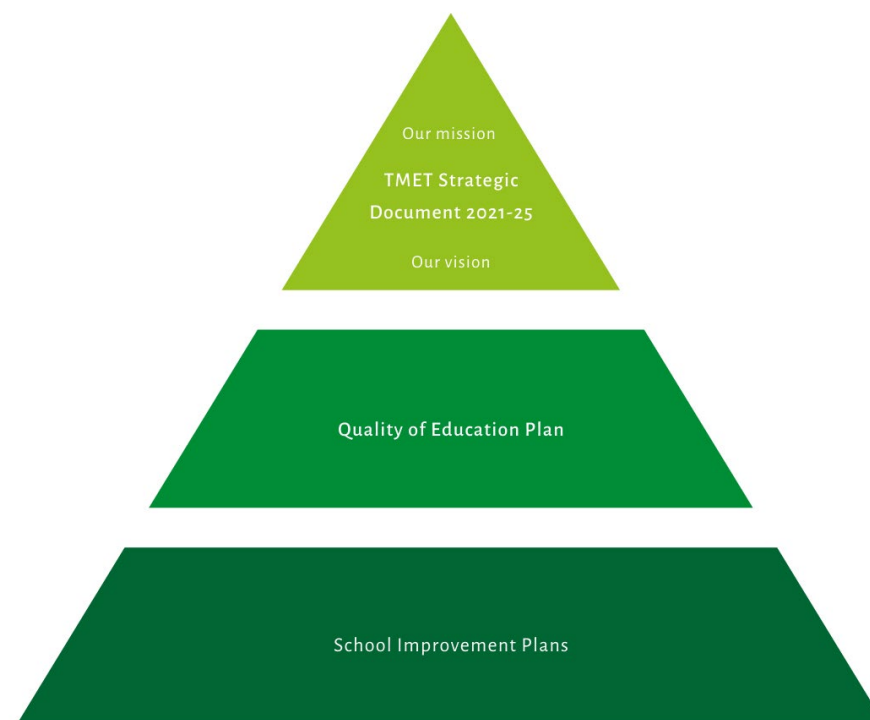
These six strategic priorities are:

1. **Quality of Education** - To provide learners with the best possible educational opportunities in order meet their full potential.

We will achieve this through the following strategic objectives:

- Ensure levels for progress and attainment are high for all pupils
 - Deliver effective SEND provision across our schools
 - Identify and close gaps in learning needs as a result of COVID-19
 - Deliver a quality curriculum and enriched experience (including online)
2. **Leadership and Governance** - To have highly effective leadership and governance
 3. **Operational Effectiveness** - To ensure that finance and operations promote effective school improvement.
 4. **Civic Responsibility** - To make a significant difference to the educational landscape
 5. **People** - To deliver our vision through a skilled and engaged workforce
 6. **Brand** – To position TMET as one of the leading education providers in the East Midlands

For further information about strategic objectives and measures of success, please refer to the TMET Strategic Plan.



QUALITY OF EDUCATION		
Together we Make a Positive Difference for our learners	Together we Make a Positive Difference for our learners	Together we Make a Positive Difference for our learners
Quality of Education INTENT	Quality of Education IMPLEMENTATION	Quality of Education IMPACT <i>*A progress score for all our pupils within the top 10% of all schools nationally within 3 years of joining.</i>
BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT	LEADERSHIP AND MANAGEMENT
Together we Make a Positive Difference for our learners	Together we Make a Positive Difference for our learners	Together we Make a Positive Difference through our leadership
Behaviour and Attitudes <i>*An overall pupil/student attendance rate that is in line or above national average</i>	Personal Development	Leadership and Management <i>*Our schools will be at least 1 Ofsted category higher than their previous Ofsted category within four years of being in the Trust until they are good or better.</i>

**TMET Measures of Success included for reference.*

Vision				
Make a positive difference by creating a vibrant, principled community of learners in pursuit of educational excellence and fulfilment for all.				
Goals		Educational excellence		Safety and wellbeing
				Shape a better future for all
		Every student has access to high-quality provision, achieving highly regardless of prior attainment, needs or background.		All students thrive and are protected from harm; vulnerable students are supported to succeed with opportunities as good as those for others.
				All students ready for next stage of education with the skills, knowledge and character to contribute to wider society and able to shape the future for the betterment of all.
FFJBL Priorities	1. Sense of belonging (RGR/NTH)		5. Knowledge rich curriculum (VBA)	
	Strong rapport and positive relationships between all. "Small school" feel within larger whole. Inclusive. High quality tutoring. "Divisions" promote community feel. Strong parent partnership, which empower parents to support learning & safe conduct. Pride in school.		Social justice through a strong academic curriculum. Languages for all. EBacc curriculum with a wide range of arts provision. Substance and integrity Broad, balanced, deep, enriching curriculum. Access to the best which has been thought, said, written and created in every field of human endeavour. Wide ranging arts provision. Extensive co-curricular provision. Vocabulary and reading. Numeracy	
	2. Student Personal Development (NTH)		6. Teaching (RGR/FLO – homework)	
	British values a lived reality. High quality careers advice and guidance. High attendance. Social, moral, spiritual and cultural development (SMSC) Personal, social, health and economic development (PHSE) Character development. Relationship and Sex Education (SRE)		High expectations and challenge for all Enables all to achieve Purposeful Responsive and adaptive All teachers follow the Rushey Principles of Instruction: 1. Review of prior learning 2. Demonstration and modelling 3. Guided practice and scaffolding 4. Independent practice	
	3. Staff Development (HMu/SLT/VBA/JST/SLT)		7. Learning (VBA/NTH-careers)	
	Staff valued Tailored, integrated professional learning. Supported and developed. Investment in staff. Collaborative culture. Research informed.		Deep and enriching. Long lasting. Building knowledge schema. Retention of knowledge. Critical thinking	
Principles	4. Behaviour (RGR)		8. Standards & assessment (AGL/CSN)	
	Kind, respectful, courteous students Work hard. Develop whole self. Together, Stronger. Positive adult role models. Courteous adults who model desired behaviours Respecting individuality and diversity. High expectations and aspirations. Celebrate all success.		Manageable assessment. Intelligent use of data. Low stakes, frequent and formative testing. Positive holding to account at all levels. Fit for purpose. Nuanced approach to setting aspirational targets. Well-judged and impactful QA processes.	
			11. System leadership (ALL)	
			Strong and vibrant teaching school alliance and offer. Growing the future: teachers, (SCITT), leaders, support staff. Academy Improvement Forums (AIF) Challenge Partner Hub. Supporting schools to improve outcomes in TMET.	
			12. Sound financial management (JST)	
			Ethical and prudent decision making to secure best value. All take responsibility to promote efficiency. High quality budget planning with risks known in advance and measures in place to mitigate. Income generation.	
Principles		Act ethically and with integrity.	Evidence based and research led.	Show commitment to social justice and social mobility.
				Be outward facing: welcome challenge and feedback.

RAG RATING	Red – Significant issues preventing the success criteria being met	Amber – A Problem is having a negative effect on meeting the success criteria	Green – Everything is functioning as expected and on track to meet success criteria	Blue – Fully completed				
-				RAG	AUT	SPR	SUM	COST
Objective	Quality of Education INTENT							
<u>QE1</u>	To ensure staff and students are trained in the main cognitive science concepts, and all staff understand curriculum design principles around sequencing and structure, to ensure that knowledge is retained and built on over time.							
<u>QE2</u>	To ensure that all students benefit from a multi-faceted reading and writing plan that incorporates a reading and writing culture across the curriculum, explicit vocabulary instruction, and literacy interventions so that all students are competent and confident readers and writers.							
	Quality of Education IMPLEMENTATION							
<u>QE3</u>	To further develop quality first teaching based on Rushey Principles of instruction, with a particular focus on scaffolding and meeting the needs of all learners, in order to support learners who are SEND and/or NTE.							
<u>QE4</u>	To develop assessment practices and the use of assessment information so that it accurately and precisely identifies appropriate and meaningful actions at a student, group, cohort and faculty level – both for curriculum, teaching and learning purposes and for intervention purposes.							
	Quality of Education IMPACT							
<u>QE5</u>	Ensure school achieves well against national headline accountability measures, including those set out in the White Paper, using funding streams strategically to address barriers to learning effectively.							
<u>QE6</u>	To develop quality assurance processes to ensure there is consistency in standards of teaching and learning across the school in all faculties and meaningful priorities for professional learning and use of collaborative planning time.							
	Behaviour and Attitudes							
<u>BA1</u>	To ensure a calm, orderly, safe and inclusive environment in the school and the classroom so that all students can learn and feel safe and are taught and supported to develop positive behaviours and interactions.							
<u>BA2</u>	To develop safeguarding practices and communication systems that involve all of the Team around the Year Group, so that all involved staff are kept informed, and decisions are made jointly in the best interests of the child, particularly for SEND and vulnerable							
	Personal Development							
<u>PD1</u>	To further enhance the Personal Development provision so that all students can develop their whole self through a variety of opportunities and support, and so that all members of the school community feel a true sense of belonging as part of the Rushey Family							
<u>PD2</u>	To develop a mental health strategy based on the MH training so that staff and students are aware of how to support their own mental health and who to talk to if they feel their mental health needs support.							
	Leadership and Management							
<u>LM1</u>	To develop school improvement strategies and quality assurance processes further so that all stakeholders are involved and can contribute positively, resulting in meaningful actions towards a workload-smart, cost-effective improving school environment that can be sustained.							
<u>LM2</u>	To develop induction practices for both staff and students, along with staff Professional Learning opportunities, so that school culture and ethos is clearly set out to all, and all know how to be successful.							
	Outreach and Collaboration							
<u>OC1</u>	To work closely in partnership with other TMET schools, the central team, Teaching School Hub and SCITT to continue to develop a culture of shared best practice.							

QUALITY OF EDUCATION

INTENT

OBJECTIVE (What do we want to achieve?)	CODE: QE 1	PERSON/S RESPONSIBLE Who will be putting the actions into place?	
To ensure staff and students are trained in the main cognitive science concepts, and all staff understand curriculum design principles around sequencing and structure, to ensure that knowledge is retained and built on over time.		1. FLO 2. FLO 3. CLs 4. CLs 5. RBA 6. RBA 7. FLO 8. FLO	VBA (monitoring) VBA (monitoring) SLT LM (monitoring) SLT LM (monitoring) FLO (monitoring) FLO (monitoring) VBA (monitoring) VBA (monitoring)
SUCCESS CRITERIA What will you see amongst students and/or staff which will show that the actions are making a difference? Must include data targets wherever applicable. The success criteria should be measurable (SMART) and related to the KPIs.			
• Leaders, Curriculum Leaders and teachers have improved knowledge of curriculum design and cognitive science which shapes an enriching and challenging curriculum • Line management meetings involve rich and purposeful curriculum conversations with line manager and Curriculum Leaders rooted in professional curiosity and challenge. • Curriculum plans regularly revised, strengthened and delivered with greater conviction and understanding by teachers and leaders. • Quality assurance processes show that students know more, remember more, and are able to do more, building from component knowledge to composite pieces. • Coherent sequencing in curriculum plans and connections within and between subjects develop links and schema for students. • Staff engage regularly with curriculum thinking so that all are clear on the curriculum intent and have a shared understanding of the purpose of what they are teaching. • 70% of students making good or outstanding progress in their subjects. • Students and parents are clear on effective independent learning strategies.			
ACTION / TASK (How will we do it?)		TIMESCALE Month to be completed by or 'termly'/'half termly'/'ongoing'	PROGRESS (Autumn and Spring) (Brief overview of what has happened so far against the actions and where do you need to go next for anything which is amber or red. No need to write anything for objectives coded green). Autumn update – purple Spring update - blue

1. Each member of SLT to understand the curriculum of the area they line manage, through joint training and reading key literature, to be able to ask rich questions and deepen thinking.		
2. Line management curriculum conversations used to discuss curriculum design structures in subjects and how knowledge builds over time		
3. Curriculum conversations in faculties focused around planning the learning, not the lessons.		
4. Where appropriate, faculties collaborate on authentic curriculum connections between subjects, including hinterland opportunities		
5. PL sessions delivered on how best to teach learning to learn strategies and metacognition to students.		
6. Explicit teaching to students of learning to learn strategies and metacognition through assemblies/tutor time, followed up and revisited regularly.		
7. Use of Edu-research meetings to continue to look at curriculum theory through the four Rushey curriculum considerations		
8. Identification of external PL opportunities for curriculum leaders and line managers to engage in subject specific curriculum thinking.		
RESOURCES/TRAINING NEEDS including costs	MONITORING ARRANGEMENTS How will we know that we are making progress against this objective? Where will we get the evidence from?	
IMPACT (Autumn/Spring/Summer term) What difference did the actions make to the students or staff? Include any data to support this. Link this back to the success criteria and fully complete in the summer term. Only make a comment on 'impact' if there is something to report in the autumn and spring term. Do not feel the need to fill a box. It may be too early to comment on any impact in the autumn term or even the spring term, which is understandable.		

AUTUMN

SPRING

SUMMER

OBJECTIVE (What do we want to achieve?)	CODE: QE 2	PERSON/S RESPONSIBLE	
To ensure that all students benefit from a multi-faceted reading and writing plan that incorporates a reading and writing culture across the curriculum, explicit vocabulary instruction, and literacy interventions so that all students are competent and confident readers and writers.		1. MBA 2. RFL 3. BHA 4. BHA 5. MBA 6. MBA 7. NTH/ MBA 8. MBA 9. MBA 10. MBA 11. MBA	JBL (monitoring) MBA (monitoring) MBA (monitoring) MBA (monitoring) JBL (monitoring) JBL (monitoring) JBL (monitoring) JBL (monitoring) JBL (monitoring) JBL (monitoring) JBL (monitoring)
SUCCESS CRITERIA			
• All staff and students understand the rationale for reading aloud and have the skills to make it a success in tutor time and lessons. • Reading assessment data is shared with staff and used to inform lesson planning and targeted support. • Students read regularly in most subjects in an authentic and purposeful way with reading planned into curriculum plans • Students have access to a wide range of texts through the library, tutor time reading, and access to texts via subjects. • Students targeted for interventions receive timely, high-quality support matched to their need, as identified by ongoing diagnostic assessments. • Regular reading assessments show improvements in reading ability for all students and accelerated progress for those receiving intervention support. • Quality assurance processes show that vocabulary instruction and guided reading are a regular feature of lessons in most subjects. • Quality assurance processes show that students are given regular opportunities to talk and can answer in full sentences and using correct vocabulary • All new arrivals are assessment for their reading ability and language proficiency and given appropriate support			
ACTION / TASK		TIMESCALE	PROGRESS (Autumn and Spring) (Brief overview of what has happened so far against the actions and where do you need to go next for anything which is amber or red. No need to write anything for objectives coded green). Autumn update – purple Spring update - blue
1. Use GL assessments to assess reading proficiency, share with all staff and use to identify current cohorts for interventions, repeating regularly to assess progress.			

2. "Coordinate and deliver reading intervention sessions around the curriculum so that students make accelerated progress in reading. "		
3. Identify and target students who are not regularly borrowing and reading books from the library with reading for pleasure initiatives.		
4. Develop regular opportunities for 1:1 reading and book talk with members of the school and wider community and reintroduce regular paired reading opportunities for identified students.		
5. Raise awareness of the importance of reading across the school community to ensure it is a priority for staff and students, raising the profile of Wednesday twilight PL reading opportunities offered so that key messages are more widely cascaded.		
6. Develop guidance and training for teachers on how to explicitly teach writing and deliver through PL		
7. Short stories and factual pieces sourced and mapped as extra material in tutor time reading, in addition to full texts.		
8. Through tutor time, expand on existing vocabulary resources, giving prominence to specific concepts e.g. English/History collaboration.		
9. "Ensure students use advanced, subject-specific, professional and technical vocabulary in lessons and around school."		
10. Use PL time to champion approaches such as Think-Pair-Share, Choral Response, Turn and Talk and other strategies to develop oracy.		
11. Embed disciplinary literacy across the school to ensure students are taught the necessary Tier 3 vocabulary and reading skills in each subject.		
RESOURCES/TRAINING NEEDS including costs	MONITORING ARRANGEMENTS How will we know that we are making progress against this objective? Where will we get the evidence from?	

IMPACT (Autumn/Spring/Summer term)	
What difference did the actions make to the students or staff? Include any data to support this. Link this back to the success criteria and fully complete in the summer term. Only make a comment on 'impact' if there is something to report in the autumn and spring term. Do not feel the need to fill a box. It may be too early to comment on any impact in the autumn term or even the spring term, which is understandable.	
<u>AUTUMN</u>	
<u>SPRING</u>	
<u>SUMMER</u>	

IMPLEMENTATION

OBJECTIVE	CODE: QE 3	PERSON/S RESPONSIBLE	
To further develop quality first teaching based on Rushey Principles of instruction, with a particular focus on scaffolding and meeting the needs of all learners, in order to support learners who are SEND and/or NTE.		1. FLO 2. FLO 3. FLO 4. CLs 5. FLO 6. FLO 7. CLs 8. FLO 9. HMU 10. RBA 11. RBA 12. FLO	VBA (monitoring) VBA (monitoring) VBA (monitoring) SLT LM (monitoring) VBA (monitoring) VBA (monitoring) SLT LM (monitoring) VBA (monitoring) VBA (monitoring) AGL (monitoring) FLO (monitoring) VBA (monitoring)
SUCCESS CRITERIA			
- Rushey Principles of Instruction is understood by all staff and effectively implemented across the school, nuanced within each subject discipline. - Instructional coaching is an embedded part of practice in English, science, maths, geography and MFL. - Advice cards are used by all teachers to plan lessons and scaffold their support for students, matched to individual needs - All teachers and Curriculum Leaders have high levels of subject knowledge and subject pedagogical knowledge. - Quality assurance processes show that teaching is highly responsive to students' needs through teaching to the top and scaffolding. - Students learn more and remember more over time, as demonstrated by 70% making good or outstanding progress in their subjects. - All staff new to departments are inducted into Rushey Principles of Instruction and its manifestation in their subject through engagement with subject grids and faculty PL. - ECF materials, Teach Like a Champion and other high quality materials form a regular part of PL and professional conversations to support and develop teacher's practice - All students receive age-appropriate, explicit teaching of study skills which result in improved confidence, resilience and performance in summative assessments - Quality assurance processes show that students are receiving a diet of meaningful and purposeful homework across the curriculum			
ACTION / TASK		TIMESCALE	PROGRESS (Autumn and Spring) (Brief overview of what has happened so far against the actions and where do you need to go next for anything which is amber or red. No need to write anything for objectives coded green). Autumn update – purple Spring update - blue

1. Expand Instructional Coaching model, utilising ECT mentors as existing coaches to share best practice, alongside leaders in English and Science and SLT		
2. Use PL Mondays effectively to promote, model and encourage pedagogical strategies from Principles of Instruction, in particular scaffolding and use of advice cards and provide bespoke support based on knowledge of individual needs		
3. Coordinate the sharing of quality resources and ideas already produced, using the expertise of those already doing well in particular areas of pedagogy		
4. Develop subject knowledge as an ongoing part of faculty PL time, responsive to need as identified in quality assurance processes and curriculum interrogation.		
5. Utilise Wednesday twilight drop-ins to ensure revisiting key pedagogical approaches to meet individual needs		
6. All staff with relevant expertise encouraged to contribute to delivering aspects of PL sessions to share and disseminate best practice		
7. Regularly revisit subject grids to codify best practice and ensure ongoing shared understanding within each subject team of what good teaching and learning looks like in that subject		
8. Further develop Teach Like a Champion strategies as a way to focus shared attention on particular areas of practice in response to information identified via quality assurance processes.		
9. ECF materials used as an additional catalogue good practice to support all teachers and support staff with specific guidance on develop their practice.		
10. Explicit teaching of study skills and good routines for students to know how best to learn independently		

11. Staff PL time to develop consistency in the homework experience across all subjects, based on research, so that it is purposeful and accessible		
12. Use peer observation model to share best practice and provide opportunities for further collaboration and reflection		
RESOURCES/TRAINING NEEDS including costs	MONITORING ARRANGEMENTS How will we know that we are making progress against this objective? Where will we get the evidence from?	
IMPACT (Autumn/Spring/Summer term) What difference did the actions make to the students or staff? Include any data to support this. Link this back to the success criteria and fully complete in the summer term. Only make a comment on 'impact' if there is something to report in the autumn and spring term. Do not feel the need to fill a box. It may be too early to comment on any impact in the autumn term or even the spring term, which is understandable.		
<u>AUTUMN</u>		
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<u>SUMMER</u>		

OBJECTIVE	CODE: QE 4	PERSON/S RESPONSIBLE	
To develop assessment practices and the use of assessment information so that it accurately and precisely identifies appropriate and meaningful actions at a student, group, cohort and faculty level – both for curriculum, teaching and learning purposes and for intervention purposes.		1. FLO	VBA (monitoring)
		2. FLO	VBA (monitoring)
		3. FLO	VBA (monitoring)
		4. CLs	SLT LM (monitoring)
		5. AGL	FLO (monitoring)
		6. AGL	FLO (monitoring)
		7. AGL	FLO (monitoring)
SUCCESS CRITERIA			
- Assessment practices are understood by all stakeholders and meet the needs of teachers, students, parents and external audiences for reporting progress. - Staff are aware of students' starting points and targets and use assessment information well to respond to needs. - Within each subject, the framework for assessment is rooted in a clear understanding of components and composites. - Student progress is assessed securely with effective use of formative and summative assessment, bespoke to each subject. - Quality assurance processes show that formative assessment information is gathered regularly and acted upon by teachers and students. - Summative assessments are well designed and judgements standardised with colleagues from across TMET and within subject communities more widely. - Data is used strategically as a starting point to identify actions for supporting individuals and classes through inteervention or reteaching, or more broadly for curriculum review activities.			
ACTION / TASK		TIMESCALE	PROGRESS (Autumn and Spring) (Brief overview of what has happened so far against the actions and where do you need to go next for anything which is amber or red. No need to write anything for objectives coded green). Autumn update – purple Spring update - blue
1. Use PL time to exemplify formative and summative assessment approaches, including time for all subject teams to consider what makes effective assessment in their subject and respond with any changes to current practice			
2. Engage all CLs in line management conversations to review the assessments in their subject, including what is being assessed, why and how			
3. Embed a culture of ongoing formative assessment within lessons across the school, with ongoing responsive teaching based on information yielded			

4. Use SIF meetings and faculty time to improve the quality and accuracy of predictions to ensure all data collected is meaningful and accurate		
5. Train staff on how to scrutinise assessment information to identify whether areas for development are at a student, class, cohort, or curriculum level, and respond effectively		
6. Explicitly teach students how to utilise ongoing assessment information to inform their independent learning priorities		
7. Train Curriculum Leaders and support through Line Management Conversations to use data effectively to revisit units of work through co-planning.		
RESOURCES/TRAINING NEEDS including costs	MONITORING ARRANGEMENTS	
	How will we know that we are making progress against this objective? Where will we get the evidence from?	
IMPACT (Autumn/Spring/Summer term) What difference did the actions make to the students or staff? Include any data to support this. Link this back to the success criteria and fully complete in the summer term. Only make a comment on 'impact' if there is something to report in the autumn and spring term. Do not feel the need to fill a box. It may be too early to comment on any impact in the autumn term or even the spring term, which is understandable.		
<u>AUTUMN</u>		
<u>SPRING</u>		
<u>SUMMER</u>		

IMPACT

OBJECTIVE	CODE: QE 5	PERSON/S RESPONSIBLE	
Ensure school achieves well against national headline accountability measures, including those set out in the White Paper, using funding streams strategically to address barriers to learning effectively.		1.	JBL/ FLO VBA (monitoring)
		2.	HMU VBA (monitoring)
		3.	HMU VBA (monitoring)
		4.	HMU VBA (monitoring)
		5.	HMU VBA (monitoring)
		6.	HMU VBA (monitoring)
		7.	AGL FLO (monitoring)
		8.	AGL FLO (monitoring)
		9.	SHA JBL (monitoring)
		10.	RBA AGL (monitoring)
		11.	AGL FLO (monitoring)
		12.	CKU NTH (monitoring)
SUCCESS CRITERIA			
• At least 60% of cohort achieve grade 5-9 in Basics. • At least 40% of cohort achieving full EBacc suite of subjects 5-9. • Attainment APS EBACC score 5 • Disadvantaged students achieve as well as national others at 5+ Basics. • All students achieve some accreditation. • All students leave Rushey Mead Academy able to read fluently. • Students with SEND make good or exceptional progress relative to their starting points and are able to thrive. • Teachers know the needs of students with SEND and NTE and actively use this knowledge in lessons to meet need without compromising curriculum depth and breadth. • Disadvantaged students achieve better than all students nationally. • All NTP and catch up funding is utilised and all underachieving students get access to intervention support. • Parents are informed of support their child is receiving through regular proforma letters. • All teams engage with relevant tracking information and utilise this to inform planning, support and curriculum priorities • All students gain a positive experience of end of year exams and receive appropriate, age-appropriate support with study skills to develop their resilience and strategy • Students and staff can articulate how to demonstrate Rushey 1, 2 and 3 and know how to be successful on each strand.			
ACTION / TASK		TIMESCALE	PROGRESS (Autumn and Spring) (Brief overview of what has happened so far against the actions and where do you need to go next for anything which is amber or red. No need to write anything for objectives coded green).

		Autumn update – purple Spring update - blue
1. "Ensure a structured, aspirational curriculum is made accessible to students with SEND through curriculum interrogation, and subsequent PL foci on scaffolding and targeted support to meet individual needs"		
2. Continue to refine and implement multi-faceted and enriching pupil premium plan so that the disadvantaged students are not further disadvantaged due to the loss of learning during school closure.		
3. Provide horizon stretching experiences to all students, in particular high prior attaining students, to develop aspirations and knowledge of opportunities		
4. Use NTP funding strategically to support students who have gaps in learning as a result of disruption caused by the pandemic		
5. Use catch up funding strategically to support underachieving learners and those with barriers to learning.		
6. Ensure parents are informed of interventions to support underachieving learners and that national amendments to Recovery Premium expenditure are adhered to.		
7. Track the progress of individuals and groups at a whole school and faculty level so that timely and appropriate support and interventions are put in place to support students		
8. Conduct end of year exam seasons to enable students to experience this process in preparation for Year 11 and develop coping strategies		
9. Codify procedures for identification of SEND, maintaining accurate Registers, identifying appropriate interventions and measuring progress against those interventions		
10. Develop learning to learn through tutor time, lessons, assemblies, and engaging with parents through the work of		

new Project Lead for Independent Learning and Parental Engagement		
11. Engage with DfE publications such as white and green papers to stay abreast of national developments and inform subsequent actions		
12. Induct students to the Rushey Way through work of Project Lead for Rushey 123 Ready so that all students have clear exemplification of what it means and how to be successful		
RESOURCES/TRAINING NEEDS including costs	MONITORING ARRANGEMENTS How will we know that we are making progress against this objective? Where will we get the evidence from?	
IMPACT (Autumn/Spring/Summer term) What difference did the actions make to the students or staff? Include any data to support this. Link this back to the success criteria and fully complete in the summer term. Only make a comment on 'impact' if there is something to report in the autumn and spring term. Do not feel the need to fill a box. It may be too early to comment on any impact in the autumn term or even the spring term, which is understandable.		
AUTUMN		
SPRING		
SUMMER		

OBJECTIVE	CODE: QE 6	PERSON/S RESPONSIBLE	
To develop quality assurance processes to ensure there is consistency in standards of teaching and learning across the school in all faculties and meaningful priorities for professional learning and use of collaborative planning time.		1. SLT	VBA (monitoring)
		2. SLT	VBA (monitoring)
		3. FLO	VBA (monitoring)
		4. SLT	VBA (monitoring)
		5. HMU/ SHA	VBA/ JBL (monitoring)
		6. CLs	SLT LM (monitoring)
		7. CLs	SLT LM (monitoring)
		8. VBA	SCO (monitoring)
SUCCESS CRITERIA			
- There is a high trust-low threat, open culture where all have confidence and freedom to interrogate and feedback to each other and welcome feedback. - Quality assurance activities are well designed, regularly refined and bring about continual improvement in a culture of collaboration. - Curriculum intent, implementation and impact are interrogated in a meaningful way with clear resulting actions for improvement. - Academy councillors are informed and empowered to ask meaningful questions and offer support and advice on key areas of school improvement.			
ACTION / TASK	TIMESCALE	PROGRESS (Autumn and Spring) (Brief overview of what has happened so far against the actions and where do you need to go next for anything which is amber or red. No need to write anything for objectives coded green). Autumn update – purple Spring update - blue	
1. Continue to use temperature check learning walks as a way to ascertain the climate around school to inform priorities for reminders, communication and PL foci			
2. "Continue to use faculty learning walks as a means of supporting curriculum leaders, quality assuring the curriculum and teaching and learning strategies to inform PL foci"			
3. Conduct Subject Explorations (CL and line manager) in order to quality assure in depth the effectiveness of each subject curriculum			
4. "Continue to use curriculum conversations in line management to jointly quality assure curriculum thinking and approaches to teaching and learning"			

5. Conduct pupil pursuits for PP and SEND students to act as case studies to inform PL foci and sharing of good practice		
6. Utilise SIF meetings for cross school collaborative quality assurance within each subject		
7. Develop best practice work trawl guidance within subjects to ensure CL are using this tool to effectively evaluate practice and inform priorities		
8. Utilise expertise of academy councillors to conduct reviews on specific areas to support quality assurance and inform next steps		
RESOURCES/TRAINING NEEDS including costs	MONITORING ARRANGEMENTS How will we know that we are making progress against this objective? Where will we get the evidence from?	
IMPACT (Autumn/Spring/Summer term) What difference did the actions make to the students or staff? Include any data to support this. Link this back to the success criteria and fully complete in the summer term. Only make a comment on 'impact' if there is something to report in the autumn and spring term. Do not feel the need to fill a box. It may be too early to comment on any impact in the autumn term or even the spring term, which is understandable.		
<u>AUTUMN</u>		
<u>SPRING</u>		
<u>SUMMER</u>		

BEHAVIOUR AND ATTITUDES

OBJECTIVE	CODE: BA 1	PERSON/S RESPONSIBLE
To ensure a calm, orderly, safe and inclusive environment in the school and the classroom so that all students can learn and feel safe and are taught and supported to develop positive behaviours and interactions.		1. RGR VBA (monitoring) 2. RGR VBA (monitoring) 3. RGR VBA (monitoring) 4. RGR VBA (monitoring) 5. MWA RGR (monitoring) 6. RGR VBA (monitoring) 7. RGR VBA (monitoring) 8. MWA RGR (monitoring) 9. SHA JBL (monitoring) 10. RGR VBA (monitoring) 11. FSW RGR (monitoring) 12. JST VBA (monitoring) 13. RGR VBA (monitoring) 14. MWA RGR (monitoring) 15. RGR VBA (monitoring) 16. RGR VBA (monitoring) 17. MWA RGR (monitoring) 18. RGR VBA (monitoring) 19. RGR VBA (monitoring)
SUCCESS CRITERIA		
• Hard to reach families are supported effectively by the inclusion team and, where necessary, the Family Support Worker • All staff have high expectations and standards of, and for, all students' behaviour and conduct which are commonly understood and applied consistently and fairly. • All staff are united, empowered and skilled in upholding clear routines and expectations for the behaviour of students across all aspects of school life. • Clear school wide routines are in place and consistently implemented by all, led and exemplified by SLT • Reduction in consequences data over the academic year shows that students' behaviour does not disrupt lessons or the day-to-day life of the school. • Staff have improved understanding of what types of behaviours constitute high level consequences to improve consistency • Relationships among students and staff reflect a positive and respectful culture where bullying, harassment and discrimination are not tolerated. • All incidents of discriminatory, harassment or bullying behaviour are responded to with effective education so that there are no repeat offences. • Those with high needs are identified quickly, assessed, referred to support agencies as needed, and have plans in place which are acted on by all and leading to student inclusion. • An inclusive whole-school ethos allows students' needs to be assessed and responded to, with strong liaison with family and outside agencies. • Staff feel supported, empowered and equipped in adopting inclusive approaches while ensuring lessons are disruption free. • Behaviour mentoring results in a reduction of consequences, improved attendance/punctuality and a de-escalation on the scale of report cards. • Students have high attendance, come to school on time and are punctual to lessons. • Attendance is at least national average levels for all groups of students, including disadvantaged and those with SEND. • Where attendance is an issue, swift and effective action is taken including deployment of Family Support Workers and EWOs.		

- Lateness is addressed as per school policy and guidance with appropriate intervention and support where problems arise, and any persistent lateness is followed up with family support to reverse patterns, leading to improvement for individuals.
- Alternative Provision is only used where necessary to better meet the needs of students and on a temporary basis with the intention of reintegration into the school community.
- Fixed term and internal exclusions are used appropriately with effective re-integration and support to avoid repeats.
- Systems and procedures for C4/C5 and Managed Moves are robust, transparent and implemented consistently

ACTION / TASK	TIMESCALE	PROGRESS (Autumn and Spring) (Brief overview of what has happened so far against the actions and where do you need to go next for anything which is amber or red. No need to write anything for objectives coded green). Autumn update – purple Spring update - blue
1. Provide explicit training to all staff through behaviour scripts, modelling and deliberate practice so all are empowered to embody and champion Rushey 123, school rules and Rushey SMART		
2. Re-launch Rushey 123, school rules and Rushey SMART to students each term via assemblies, and reiterate message daily through morning address in tutor time, use of praise and reminders in lessons and on corridors		
3. Regularly analyse behaviour data to inform priorities and foci for behaviour reminders to students and PL for staff, and report to Academy Council		
4. Better codify the consequence system and its recording on Bromcom so that it is used consistently by all staff across the school		
5. Use staff training and quality assurance processes to ensure that assertive behaviour mentoring sessions are fit for purpose and have a positive impact on behaviour		
6. Utilise the staged reporting system and PSPs across all year groups so that all stakeholders have a clear sense of consistency in moving through the levels of behavioural interventions		

7. Develop behaviour strategies that reduce fixed-term and internal exclusions so students are supported with education and guidance to avoid repeating these sanctions, particularly for students with SEND.		
8. "Provide personalised intervention and support for individual students, in particular those with SEND, where behaviour is identified as an ongoing concern"		
9. Where incidents of discrimination and/or serious behaviour are identified use education and personalised support with the child and the family to ensure that all understand how to avoid reoccurrence		
10. Provide regular opportunities for year teams to collaborate with each other so that best practice can be shared and consistency can be improved in the assignment of levels of consequences for particular behaviours		
11. Analyse absence information, implement intervention strategies to reduce persistent absence and improve attendance, including home visits and family support where needed		
12. Review roles within attendance to ensure that there is sufficient capacity to ensure all administrative tasks are completed, analysis is conducted in a strategic and timely manner, and there is further proactive and reactive collaboration with the inclusion team		
13. Improve punctuality to school in order to ensure maximum learning time within all lessons (particularly Period 5) making expectations clear and ensuring all staff are vigilant and consistent		
14. Reintroduce restorative justice so all staff and students understand the approach and rationale, and what is expected of them throughout the process		
15. Improve consistency of provision in C4/5 by making expectations of staff and students explicit		
16. Improve communications between the Team Around the Year Group by utilising the year group tracker as the main point of overview information for all teams with regular meetings to discuss key students		

17. "Actively monitor Alternative Provision so that it is used strategically and only where impactful, and that systems and processes around tracking its implementation and impact are secure."		
18. Streamline processes for Managed Moves so that students whom are in need of this provision can access it in a timely and structured way.		
19. Streamline processes for hosting students from other schools in C5, and utilising the provision in other schools, so that students whom are in need of this provision can access it in a timely and structured way.		
RESOURCES/TRAINING NEEDS including costs	MONITORING ARRANGEMENTS How will we know that we are making progress against this objective? Where will we get the evidence from?	
IMPACT (Autumn/Spring/Summer term) What difference did the actions make to the students or staff? Include any data to support this. Link this back to the success criteria and fully complete in the summer term. Only make a comment on 'impact' if there is something to report in the autumn and spring term. Do not feel the need to fill a box. It may be too early to comment on any impact in the autumn term or even the spring term, which is understandable.		
<u>AUTUMN</u>		
<u>SPRING</u>		
<u>SUMMER</u>		

OBJECTIVE	CODE: BA 2	PERSON/S RESPONSIBLE
To develop safeguarding practices and communication systems that involve all of the Team around the Year Group, so that all involved staff are kept informed, and decisions are made jointly in the best interests of the child, particularly for SEND and vulnerable students.		1. MWA RGR (monitoring) 2. RGR VBA (monitoring) 3. RGR VBA (monitoring) 4. RGR VBA (monitoring) 5. RBH RGR (monitoring) 6. RBH RGR (monitoring) 7. RBH RGR (monitoring) 8. RGR VBA (monitoring) 9. NTH HMU (monitoring) 10. RGR VBA (monitoring) 11. RBH RGR (monitoring) 12. RGR VBA (monitoring) 13. RBH RGR (monitoring) 14. RBH RGR (monitoring) 15. RGR VBA (monitoring) 16. JST/ RGR VBA (monitoring) 17. JST VBA (monitoring) 18. SHA JBL (monitoring) 19. RBA AGL (monitoring) 20. CKU NTH (monitoring)
SUCCESS CRITERIA		
• Student survey data shows that they feel safe and that they have a trusted adult they would report concerns to. • All staff and Academy Councillors are highly trained and knowledgeable in all aspects of safeguarding, and receive regular training and updates. • PHSE and the wider curriculum supports all students to know about safe behaviours, positive relationships and consent. • Rushey 123 Ready programme supports Year 7 students to develop a clear understanding of how to stay safe • There is equality of opportunity and diversity across the school where students understand, appreciate and respect difference in the world and the school community. • Staff are trained in and aware of sexual harassment in schools and are visibly and vigilantly on duty at all times. • Hard to reach families are supported effectively by the inclusion team and, where necessary, the Family Support Worker • Students in need of support are quickly identified and signposted to support and services, and key cases are escalated appropriately. • All AP places are checked thoroughly prior to placements commencing, and regular follow up visits take place to ensure provision is suitable to the individual students. • All safeguarding incidents are securely logged on CPOMs and trends and patterns are acted upon swiftly and appropriately • Up to date year group trackers enable communications about students to be effective so that all are empowered to support students. • Regular inclusion team meetings and Team Around Year meetings enable sharing of information and best practice to support students • Academy Council and TMET safeguarding monitoring visits find exemplary practice in all areas • Safeguarding policy is kept up to date throughout the year in response to any in year changes and all staff made aware of any amendments		

- Termly newsletters keep students and parents informed about safeguarding matters and advice
- Alignment to The Key safeguarding calendar enables staff to be regularly trained and updated with latest information and advice

ACTION / TASK	TIMESCALE	PROGRESS (Autumn and Spring) (Brief overview of what has happened so far against the actions and where do you need to go next for anything which is amber or red. No need to write anything for objectives coded green). Autumn update – purple Spring update - blue
1. 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.		
2. Utilise the year group tracker as the key source of overview information on all students so that no child slips through the net and key information is available to all who need it		
3. Hold regular Team Around the Year Group meetings to enable discussion, collaboration and sharing of expertise to support collaborative working in the interests of the students.		
4. Allow DSLs to lead inclusion meetings on a rota basis to share research, case studies and expertise to further reinforce consistency.		
5. Have regular safeguarding training, newsletters and briefings for all staff to ensure that the safeguarding of our RMA community is at the heart of everything we do.		
6. Share safeguarding case studies of issues that have occurred at RMA and elsewhere, in order to support the staff in dealing with similar incidents in the future.		
7. "Provide regular advice and support to parents/community in identifying and dealing with safeguarding issues that might affect students at RMA"		

8. Regular training of Academy Councillors, and reviews by them, to ensure they understand and are aware of the safeguarding issues at RMA		
9. Use tutor time, assemblies and curriculum lessons (where applicable) to educate students on key safeguarding issues that might affect them, in order to keep them safe at both school and home.		
10. Share key information more effectively with all staff and key stake holders, so that they are aware of issues that are affecting our most vulnerable students, and strategies of how to support.		
11. Host drop in sessions through Wednesday PL sessions for staff so that they can bring questions and queries about safeguarding matters		
12. Share good practice and collaborate with other TMET schools so that shared expertise and provisions supports students in all Trust schools.		
13. Liaise closely with external services and agencies so that best practice provision and support is accessed by all RMA students who need it		
14. Ensure that safeguarding information for students joining RMA and leaving RMA for post 16 is shared securely with DSLs to support students transition.		
15. Develop the use of our Family Support Worker in safeguarding our vulnerable students and families both in and out of school.		
16. Review where and why student information is stored so that it is GDPR compliant, Retention Policy compliant and centrally accessible to all staff involved.		
17. Purchase The Key Safeguarding bolt-on to secure high quality resources and advice and use for regular staff training throughout the year		
18. "Explicitly teach staff and students about sexual harassment and abuse, including behaviour policies, pastoral support and the relationships, sex and health education (RSHE) curriculum."		

19. Develop learning to learn in tutor time, lessons and assemblies, through work of new Project Lead for Independent Learning and Parental Engagement		
20. Induct students to the Rushey Way through work of Project Lead for Rushey 123 Ready so that all students have clear exemplification of what it means and how to be successful		
RESOURCES/TRAINING NEEDS including costs	MONITORING ARRANGEMENTS How will we know that we are making progress against this objective? Where will we get the evidence from?	
IMPACT (Autumn/Spring/Summer term) What difference did the actions make to the students or staff? Include any data to support this. Link this back to the success criteria and fully complete in the summer term. Only make a comment on 'impact' if there is something to report in the autumn and spring term. Do not feel the need to fill a box. It may be too early to comment on any impact in the autumn term or even the spring term, which is understandable.		
<u>AUTUMN</u>		
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PERSONAL DEVELOPMENT

OBJECTIVE	CODE: PD 1	PERSON/S RESPONSIBLE	
To further enhance the Personal Development provision so that all students can develop their whole self through a variety of opportunities and support, and so that all members of the school community feel a true sense of belonging as part of the Rushey Family		NTH	HMU (monitoring)
		MBU	NTH (monitoring)
		SHA	JBL (monitoring)
		SHA	JBL (monitoring)
		NTH	HMU (monitoring)
		NTH	HMU (monitoring)
		AGL/NTH	FLO/ HMU (monitoring)
		NTH/ SHA	HMU/ JBL (monitoring)
		SHA	JBL (monitoring)
		SHA	JBL (monitoring)
		SHA	JBL (monitoring)
		SHA	JBL (monitoring)
SUCCESS CRITERIA			
- Students take up opportunities and display positive attitudes, strong moral code, good social skills, wide cultural references. - Students engage in Rushey 3 Passport and their house through the rewards system and events - All subjects, tutor time programme and extracurricular activities offer well planned opportunities for SMSC education. - All students have opportunity to attend enriching trips and extra-curricular opportunities that support their development - All Gatsby benchmarks met in full, including a successful work experience programme - All students leave Rushey Mead with a place in education, employment or training - There is a strong sense of cohesion and shared values across the school where all members of the school community feel a sense of belonging. - All staff are trained and feel confident in delivering all aspects of the tutor time curriculum - Students are prepared effectively for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. - Through a well resourced RSE curriculum, students report being well informed and knowledgeable about RSE and other aspects of healthy and respectful lifestyles. - Students are given meaningful opportunities to engage in restorative justice to learn from incidents involving discrimination - Students know how to eat healthily, maintain an active lifestyle, keep physically and mentally healthy.			
ACTION / TASK	TIMESCALE		PROGRESS (Autumn and Spring) (Brief overview of what has happened so far against the actions and where do you need to go next for anything which is amber or red. No need to write anything for objectives coded green). Autumn update – purple Spring update - blue

1. Provide rich experiences in a coherently planned way through extra-curricular activities that meet the interests and needs of all learners.		
2. Meet all Gatsby benchmarks so that students follow post-16 pathways appropriate to their starting points, needs and aspirations, thereby reducing NEET, particularly for DA students.		
3. Provide training for staff on how best to deliver the RSHE curriculum in order to develop age-appropriate understanding of healthy relationships, including consent and sexual harassment		
4. Evaluate and develop tutor time provision further so that it is purposeful and actively contributes to students' wellbeing and academic progress.		
5. Provide a coordinated trips offer so that all students have access to meaningful experiences beyond the classroom		
6. Develop BV and SMSC further so that all staff and students have a deep understanding of their meaning, importance and relevance		
7. Use the House system, Rushey Passport and Rewards system to further develop a sense of belonging and achievement in students' personal development		
8. Develop tutor time training within PL time, in particular around Reading Aloud and PSHE		
9. "Explicitly train staff and students about protected characteristics and how to promote equality and respect and to challenge discrimination and prejudice, including examples and non-examples of what is acceptable and appropriate"		
10. Educate students further through explicit teaching about protected characteristics to raise awareness and challenge unconscious biases and promote inclusivity		
11. Create regular opportunities to celebrate diversity and individuality across the school to further engender a culture of inclusivity		

12. Use restorative justice as a mechanism to educate students on the impact of discrimination on victims and prevent reoccurrence		
13. Draw on existing practice across TMET in the recruitment and deployment of ELSAs (Emotional Literacy Support Assistants)		
RESOURCES/TRAINING NEEDS including costs	MONITORING ARRANGEMENTS How will we know that we are making progress against this objective? Where will we get the evidence from?	
IMPACT (Autumn/Spring/Summer term) What difference did the actions make to the students or staff? Include any data to support this. Link this back to the success criteria and fully complete in the summer term. Only make a comment on 'impact' if there is something to report in the autumn and spring term. Do not feel the need to fill a box. It may be too early to comment on any impact in the autumn term or even the spring term, which is understandable.		
<u>AUTUMN</u>		
<u>SPRING</u>		
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OBJECTIVE	CODE: PD 2	PERSON/S RESPONSIBLE	
To develop a mental health strategy based on the MH training so that staff and students are aware of how to support their own mental health and who to talk to if they feel their mental health needs support.		1. NTH	HMU (monitoring)
		2. JST	VBA (monitoring)
		3. JST	VBA (monitoring)
		4. RBA	AGL (monitoring)
		5. AGL	FLO (monitoring)
		6. NTH	HMU (monitoring)
		7. JBL	VBA (monitoring)
SUCCESS CRITERIA			
- All staff and students know where to go to for support with their mental health - All staff and students who are experiencing difficulties with their mental health have access to appropriate support - All staff are trained on strategies to support student mental health and wellness - All students receive good quality mental health support through tutor time activities and Stop the Clock, where appropriate. - All students receive effective guidance on learning to learn strategies to support them in developing resilience and coping strategies - Wellbeing forums act as a vehicle for improvement to inform ongoing actions in a responsive and strategic way			
ACTION / TASK	TIMESCALE	PROGRESS (Autumn and Spring) (Brief overview of what has happened so far against the actions and where do you need to go next for anything which is amber or red. No need to write anything for objectives coded green). Autumn update – purple Spring update - blue	
1. Through staff training and tutor time/assemblies, raise the awareness of strategies to support mental health wellness			
2. Increase the number of Mental Health first aiders, ensuring they are spread throughout the school, and all know who they are.			
3. Run wellbeing sessions e.g. support groups and discussion groups, for staff as a place to off-load and develop coping strategies			
4. Develop learning to learn and resilience curriculum from Year 7 so that students learn good habits and develop resilience in preparation for KS4			

5. Produce a clear support strategy for Year 11 to support Mental Health, resilience, and reduction in anxiety in relation to exams		
6. Use year group trackers and regular communication between Team Around Year Group, FSW and counsellor as a means to identify and target interventions for students struggling with mental health and develop responsive PD curriculum resources		
7. Appoint an Education Mental Health Practitioner to work with train and support staff and students on developing effective strategies for managing mental health		
RESOURCES/TRAINING NEEDS including costs	MONITORING ARRANGEMENTS	
	How will we know that we are making progress against this objective? Where will we get the evidence from?	
IMPACT (Autumn/Spring/Summer term) What difference did the actions make to the students or staff? Include any data to support this. Link this back to the success criteria and fully complete in the summer term. Only make a comment on 'impact' if there is something to report in the autumn and spring term. Do not feel the need to fill a box. It may be too early to comment on any impact in the autumn term or even the spring term, which is understandable.		
<u>AUTUMN</u>		
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<u>SUMMER</u>		

LEADERSHIP AND MANAGEMENT

OBJECTIVE	CODE: LM 1	PERSON/S RESPONSIBLE	
Appoint an Education Mental Health Practitioner to work with train and support staff and students on developing effective strategies for managing mental health		1. VBA	RHI (monitoring)
		2. VBA	RHI (monitoring)
		3. JST	VBA (monitoring)
		4. JST	VBA (monitoring)
		5. VBA	SCO (monitoring)
		6. JST	VBA (monitoring)
		7. JST	VBA (monitoring)
		8. JST	VBA (monitoring)
SUCCESS CRITERIA			
- Calendar and meeting schedule published well in advance with bottle neck points considered and planned for - Annual surveys shows that the vast majority of the stakeholders are happy with all areas of the school questioned, and responsive actions are taken to identified issues. - All subject leaders able to plan an effective budget linked to FIP - All staffing decisions linked to the needs of the curriculum and improvement priorities but avoid adding unnecessary capacity which adds expense. - All procurements fully evaluated to ensure value for money and due diligence completed - competitive prices secured. - All planning documents, reports and reviews are informative and succinct.			
ACTION / TASK	TIMESCALE	PROGRESS (Autumn and Spring) (Brief overview of what has happened so far against the actions and where do you need to go next for anything which is amber or red. No need to write anything for objectives coded green). Autumn update – purple Spring update - blue	
1. "Consider the workload and well-being of staff in all decisions about changes to school priorities, including the school calendar and use of meeting time"			
2. Evaluate the school improvement needs of the academy to ensure adequate staffing and resources are in place to support effective teaching and learning, curriculum development and support of students and staff			
3. Develop and support the work already carried out on the setting of budgets so it becomes more meaningful to budget holders.			

4. Regularly evaluate need for building work and resource purchasing to ensure smooth running and safety of the school site.		
5. Ensure councillors are well informed about the curriculum and other school matters so that they can challenge and hold leaders to account.		
6. Monitor requests or changes in working practices that come from within the school and from TMET (e.g. H&S audits) to carefully consider workload implications on staff		
7. Re-energise our well-being forums a vehicle for identifying genuine ideas for improvement in staff wellbeing.		
8. Conduct regular staff, student and parent surveys to evaluate impact of school improvement priorities regularly in order to inform and tweak actions throughout the year		
RESOURCES/TRAINING NEEDS including costs	MONITORING ARRANGEMENTS How will we know that we are making progress against this objective? Where will we get the evidence from?	
IMPACT (Autumn/Spring/Summer term) What difference did the actions make to the students or staff? Include any data to support this. Link this back to the success criteria and fully complete in the summer term. Only make a comment on 'impact' if there is something to report in the autumn and spring term. Do not feel the need to fill a box. It may be too early to comment on any impact in the autumn term or even the spring term, which is understandable.		
<u>AUTUMN</u>		
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OBJECTIVE	CODE: LM 2	PERSON/S RESPONSIBLE	
To develop induction practices for both staff and students, along with staff Professional Learning opportunities, so that school culture and ethos is clearly set out to all, and all know how to be successful.		1.	HMU/ JBL VBA (monitoring)
		2.	HMU VBA (monitoring)
		3.	HMU VBA (monitoring)
		4.	JBL VBA (monitoring)
		5.	JBL VBA (monitoring)
		6.	FLO VBA (monitoring)
		7.	FLO VBA (monitoring)
		8.	FLO VBA (monitoring)
		9.	HMU VBA (monitoring)
		10.	HMU VBA (monitoring)
		11.	PLA VBA (monitoring)
		12.	JST VBA (monitoring)
	SUCCESS CRITERIA		
• The Family Handbook clearly sets out ethos and expectations so all students and parents are fully aware and can access the same information in one place. • The Staff Handbook clearly sets out ethos and expectations so all staff are fully aware and can access the same information in one place. • All communications to new and prospective families and staff give a meaningful illustration of our vision and values • 100% of ECTs complete all assessments successfully, supported by trained mentors. • Career progression desires and opportunities are discussed with all staff • Appropriate Professional Learning opportunities are provided to all staff • All staff are fully aware of roles and responsibilities across the academy • All staff who are new to role receive effective, targeted induction and ongoing support via a designated mentor			
ACTION / TASK	TIMESCALE	PROGRESS (Autumn and Spring) (Brief overview of what has happened so far against the actions and where do you need to go next for anything which is amber or red. No need to write anything for objectives coded green). Autumn update – purple Spring update - blue	
1. "Codify clearly the expectations of Rushey staff and students so that all know how to be successful in what they are doing whilst at school"			
2. Develop an induction programme for Year 1 and Year 2 ECTs which meets the criteria of the ECF			

3. Develop a new staff induction programme which clearly sets of the vision, values and workings of the school, and incorporates sufficient time in departments		
4. Develop transition evening presentations and handouts so that parents receive relevant and useful information		
5. Develop new student induction resources which clearly set of the vision, values and workings of the school		
6. Design a coordinated career progression pathway plan so all teaching and staff have professional development opportunities		
7. Map out local and national opportunities that staff can engage in such as NPQs and Subject Association training		
8. Catalogue existing online recorded PL resources and map to needs of school and staff groups in order to direct individuals accordingly to most effective opportunities		
9. Identify suitable mentors and coaches for staff who are new to role based on experience and identified areas of professional development		
10. Develop recruitment information so that prospective employees and students have a true sense of what it means to be part of the Rushey Family		
11. Produce and disseminate clear communications on all operational matters for all staff through the work of Project Lead for Logistics and Operations		
12. Ensure clear communications of roles and responsibilities across the school so that all staff are clear of own and others' responsibilities.		
RESOURCES/TRAINING NEEDS including costs	MONITORING ARRANGEMENTS How will we know that we are making progress against this objective?	

	Where will we get the evidence from?
IMPACT (Autumn/Spring/Summer term) What difference did the actions make to the students or staff? Include any data to support this. Link this back to the success criteria and fully complete in the summer term. Only make a comment on 'impact' if there is something to report in the autumn and spring term. Do not feel the need to fill a box. It may be too early to comment on any impact in the autumn term or even the spring term, which is understandable.	
<u>AUTUMN</u>	
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OUTREACH AND COLLABORATION

OBJECTIVE	CODE: OC 1	PERSON/S RESPONSIBLE	
To work closely in partnership with other TMET schools, the central team, Teaching School Hub and SCITT to continue to develop a culture of shared best practice.		1. FLO VBA (monitoring) 2. HMU VBA (monitoring) 3. VBA RHI (monitoring) 4. SLT VBA (monitoring) 5. SLT VBA (monitoring)	
SUCCESS CRITERIA			
- Mutually beneficial sharing of expertise and professional challenge - Peer quality assurance and feedback enabling continued improvement and growth			
ACTION / TASK	TIMESCALE	PROGRESS (Autumn and Spring) (Brief overview of what has happened so far against the actions and where do you need to go next for anything which is amber or red. No need to write anything for objectives coded green). Autumn update – purple Spring update - blue	
1. Work in close partnership with the Teaching School Hub so RMA staff are involved in delivery of high-quality regional and national training.			
2. Work in close partnership with the SCITT so that we successfully train and recruit high quality ECTs.			
3. Engage in Challenge Partners, TMET and Academy Council Reviews to reflect on own practice and learn from others			
4. Engage in AIF and SIF forums to develop links with colleagues in similar roles across TMET			
5. Work in close partnership with colleagues across TMET where responsibilities/priorities overlap, through both existing forums and non-formal collaborations			
RESOURCES/TRAINING NEEDS including costs	MONITORING ARRANGEMENTS How will we know that we are making progress against this objective? Where will we get the evidence from?		

IMPACT (Autumn/Spring/Summer term)

What difference did the actions make to the students or staff? Include any data to support this.

Link this back to the success criteria and fully complete in the summer term.

Only make a comment on 'impact' if there is something to report in the autumn and spring term. Do not feel the need to fill a box. It may be too early to comment on any impact in the autumn term or even the spring term, which is understandable.

AUTUMN

SPRING

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SIP AND FIP TIMELINE

Action	Deadline
To start the self-evaluation in the summer term and use that to feed into the SIP in May/June with a view to finalise the SEF using GCSE outcomes by Mid- September.	First Draft – End of May/June. Final Draft – mid-September
SLT review majority of the current SIP and complete impact section of the SIP Carry outstanding priorities to the next SIP.	By end of May/June
Agree key areas of priorities/new SIP objectives with SLT and share with Curriculum Leaders so they can start shaping up the FIP.	By end of May/June
Complete 95% of the new SIP pending GCSE results with success criteria and send to GKA for initial feedback.	By end of Summer term/August at the latest.
Tweak and finalise SIP, once the GCSE results are in. Send final copy to GKA.	By end of September
Subject Leaders review their FIP on an ongoing basis all year in line management meetings and use the outcome to inform new FIP and finalise. FIP REVIEW : To be completed as much as possible with impact for anything which is not reliant on exam results in the summer term by end of May/Early June. Then finalised with the exam result knowledge by October half term. NEW FIP ACTIONS/SUCCESS CRITERIA details: To be finalised by October half term bearing in mind time allowance needed for SLT to check the FIP before this deadline.	October half term