

Priority area	Intent	Person Responsible	Intended Impact	Implementation
Expectations	To develop a culture of high expectations of all aspects of school life	All		
Outcomes	To improve outcomes for SENK and PP students and tackle the growing gap exacerbated by COVID	CSG/WEL	<p>1.1 Support strategies implemented by LD to demonstrate an improvement in student outcomes during data drops across the year. Gaps are shown to be closing</p> <p>1.2 Targetted intervention strategies lead to improved student performance and outcomes with identified gaps in line with national average or less.</p>	<p>Training opportunities for staff in the use of effective differentiation and support strategies from key staff.</p> <p>Sharing of key information about SENK and PP students with staff to support staff in delivery of lessons.</p> <p>All teaching staff to use differentiation triangles within planning to ensure targetted provision is planned for.</p> <p>Monitoring and review of SENK and PP student data to measure impact of interventions.</p> <p>Monitor engagement with GCSEPod in KS4 to ensure 30 minute weekly use by all students and minimise the gaps between PP /non PP / SEN / non SEN and girls / boys student engagement.</p> <p>Monitor department use - at least monthly for directed revision</p> <p>Develop, launch, implement and review new KS3 assessment, tracking and reporting processes to ensure tracking.</p> <p>Develop resources to engage parents, pupils and staff with new reporting system.</p> <p>Launch, implement and review new Curriculum Review processes with one subject reviewed termly with full report and after action analysis</p> <p>Termly LD coffee mornings with external support for parents</p> <p>SEN ambassadors in different curriculum areas- review of SoL</p>
Curriculum	To review the curriculum to ensure diversity across all key stages and support COVID recovery	WSM/CFT	<p>2.1 Student voice acknowledges increased diversity in the taught and untaught curriculum following the review</p> <p>2.2 To ensure COVID 'recovery' is addressed through the curriculum- with impact shown through improved outcomes for disadvantaged students (see above)</p>	<p>To review the curriculum in light of BAME curriculum diversity and updates in KCSIE and ensure the curriculum reflects the feedback from the BAME group at July's LT conference - richness, representation and diversity</p> <p>Create a BAME Equalities working group to create an Action Plan and monitor with student voice. Invite BLM speakers to contribute to the discussion around role of education in raising awareness around inequalities and celebrating BAME achievement.</p> <p>Ensure KCSIE is fully reflected in the safeguarding curriculum across the school</p> <p>Work with MLs to ensure COVID 'recovery' is central to curriculum planning in 2021 to 2022 and beyond</p>
Teaching and Learning	To develop a range of strategies that support all pupils to access the curriculum and become independent and active learners	WSM/WEL	<p>3.1 Lesson monitoring data demonstrates high levels of engagement and participation in all groups of students with teachers using a range of strategies to encourage that engagement. This is seen in 80% of lessons term 1; 90% term 2 and 95% term 3</p> <p>3.2 Positive trend in house points issued demonstrate positive engagement of students in key groups as does a decrease in consequences issued to those students for disruption to learning Student training</p> <p>See 1 for outcome targets</p>	<p>To develop a repertoire of digital Do Now activities for teachers to use regularly to encourage students to become active learners.</p> <p>Student training and workshops to help them use resources independently and actively within lessons.</p> <p>Development of SIMS: provision/reasonable adjustments for all LD students - all staff will be able to access reasonable adjustments for all E and K students using SIMS. Add students subscribed to iPads on SIMS to aid teacher planning and activities.</p> <p>Staff training and resources provided to demonstrate how to access information via SIMS. Monitoring that reasonable adjustments are in place via learning walks.</p>
Behaviour for Learning	To review and apply a consistent and effective Behaviour and Rewards system that supports T&L.	PKE	<p>4.1 SIMS data shows a positive trend in student net conduct points across the school in term 1-2-3</p> <p>4.2 A decrease in the percentage of students reaching L2, 3 and 4 on the behaviour ladder by July 2022.</p> <p>4.3 Fixed term exclusions in line with National Average (last data collection 5.36 per pupil population) July 2022</p>	<p>All classrooms and offices to display the new behaviour and rewards ladders by September 2021.</p> <p>Training of staff to ensure effective usage and application of the new systems.</p> <p>Regular monitoring and review of behaviour and reward data (from SIMS) to inform impact of new systems.</p> <p>Investigate and implement an integrated communication system to support parents in monitoring behaviour for learning</p>
Sixth form growth	To develop opportunities for 6th form students to engage more widely in the school community	WSM/CFT	<p>5.1 To ensure continued sixth form growth in numbers through raising aspirations in KS3 and KS4: Year 1: 45% of the Year 11 cohort Year 2: 50% Year 3: 55%</p> <p>5.2 New Student Leadership roles including House Captains are in place by Autumn 2022</p> <p>5.3 House programme encompasses all curriculum areas with a 80% plus participation rate</p>	<p>Raise the profile of the sixth form with all year groups across the year.</p> <p>Continue to run the sixth form Leadership hustings and develop leadership opportunities within the sixth form.</p> <p>Support sixth form leaders to work with house captains through the house programme.</p>
Literacy	To further develop a culture of reading throughout the school both for pleasure and in order to support independent learning.	HTT	<p>6.1 100% participation in Year 9s Big Read and in Reading challenges and opportunities for all year groups.</p> <p>6.2 Access to high quality library books on iPads to be in place for all year groups.</p> <p>6.3 Library offers increased diversity and inclusivity in its texts</p>	<p>Continue with the Year 9 Big Read, Year 7 and 8 Book Buzz.</p> <p>Once a week Drop Everything and Read in tutor time to be introduced across all year groups. Introduce parent reading group.</p> <p>Library book app to be bought and installed.</p>
Wider curriculum	To develop opportunities for engaging in the wider curriculum across the school and to further develop the house system.	CFT/HTT	<p>7.1 House programme represents all areas of the curriculum</p> <p>7.2 Two new Houses ready for September 22 that represent diversity and inclusivity.</p> <p>7.3 Careers - Virtual/Face to Face opportunities utilised to create and maintain access to careers development opportunities including 100% participation in work experience for Y10 and 12.</p>	<p>Monitor attendance for extra curricular clubs</p> <p>Work with School Council to create a programme of House Events across year groups.</p> <p>Have House Captains for each year group with Sixth Form as leaders. Develop the role of the School Council to promote and implement House competitions.</p> <p>Have names for new Houses and vote these in with names and colour ready for role out September 22.</p>
New technologies	To optimise the use of new technology across all aspects of the school.	MIS/WSM/PDR	<p>8:1 All teachers have 1-2-1 devices by September 2021 with student uptake in Years 7-12 over 80% by September 2021 with over 85% for September 2022 across all year groups</p> <p>8:2 Lesson monitoring demonstrates proficiency in the use of core facilitating apps to augment T&L and over 80% of teachers feedback that they feel confident in the use of core facilitating apps by July 2022</p> <p>8:3 By April 2022 trip planning and financial administration to be paperless</p>	<p>Training programme in place for the year</p> <p>Expansion of the New Tech Innovator group</p> <p>Recruitment of Student Digital Leaders to form part of the student leadership offer</p> <p>T&L briefings to share good practice</p> <p>Access funding streams to support closing the digital divide</p> <p>Lesson observation form finalised and implemented for monitoring</p>
Community and resources	To improve income generation to enhance school facilities and resources	PDR/MIS	<p>9.1 Funding in place for development of facilities</p> <p>9.2 Developed links with foundation offer further funding streams and projects in place with a focus on supporting vulnerable groups</p> <p>9.3 Improved outdoor and catering facilities to offer second food outlet and further letting potential</p> <p>9.4 Lettings improved by 15-20%</p> <p>9.5 PTA established and fund raising plan in place by Sep 2022</p>	<p>Develop working relationship with Letchworth Foundation: increase pupil voice within Community Plans and enhance primary link network</p> <p>Create a plan/bid to access funding for development of facilities- bid in place by April 2022</p> <p>Investigate additional funding streams to develop resources</p> <p>Investigate, plan and initiate improved food access e.g. hub by Dec 2021</p> <p>Make improvements to outdoor provision for students during unstructured time by Sep 2022</p> <p>Create a manageable letting process ready for Sep 2021</p> <p>PTA in place September 2022</p>