

SIP Priority:	Quality of Education		
Intent Target:	To provide a world-class curriculum which enriches pupils' ambition and love of learning and equips them with the skills, knowledge and cultural capital they need to access aspirational post-16 pathways and the responsibilities and experiences of later life.	Lead:	CN
Implementation Target:	To ensure that the school's implementation of the curriculum is inspirational, through expert subject knowledge, creative pedagogy and passion that leads pupils to a lifelong love of individual subjects.	Lead:	ACS
Impact Target:	Outstanding attainment, progress and high levels of literacy and numeracy lead all groups of pupils to perform in line with the top 5% of schools nationally.	Lead:	JDH/ RHL

School Improvement Plan (SIP)	Objective 1:		<p>To ensure all pupils consistently achieve exceptionally across all subjects, in line with or above the highest performing schools, and to be in the top 5% of schools nationally.</p> <ul style="list-style-type: none"> - Re-design and launch new department analysis and raising achievement planning cycle. - Accountability meetings with middle leaders to review performance with both KS3 and KS4 pupils and pupil groups (eg. SEND/PP) - Scheduled strategic data review meetings with SENDCo and AHT (Closing the Gap) to review the progress of SEND and PP pupils. - CPD programme for effective analysis and use of data to drive standards of achievement at all levels. - Quality Assurance of data and accuracy of predicted indicators to intervene promptly. - Enhance communication with all stakeholders - Explore outward facing strategies to identify opportunities and high-quality impactful strategies. 				
	Lead:	JDH					
	Impact Measures:	<p>1: Progress 8 measure to be +1.2 for whole school. 2: Progress 8 measures remain above National comparisons in all elements. 3: 95% of pupils achieving Grade 4+ in English and Maths. 85% of pupils achieving Grade 5+ in English and Maths. 40% of pupils achieving Grade 7+ in English and Maths. 4: 85% of pupils achieving Grade 5+ in 2 or more Sciences. 40% of pupils achieving Grade 7+ in 2 or more Sciences. 5: 85% of pupils achieving Grade 5+ in EBacc subjects. 40% of pupils achieving Grade 7+ in EBacc subjects. 6: 100% of pupils in vocational/other subjects on target. 7: Progress 8 of SEND and PP pupils evidences no gap between each cohort and their corresponding other pupils. 8: 90% of pupils in KS3 meet expected progress benchmark, with 100% of pupils making at least partial progress, including SEND and PP cohorts.</p>					
	Monitoring:	<ul style="list-style-type: none"> • GCSE results analysis (whole school/departmental) • KS4 predicted grade analysis (4matrix) • KS3 expected progress analysis (GHS system) • Department action planning • Department assessment rationale surveys (KS4) • Governor Reports • Meeting minutes – SLT, line management (CL/FL), middle leader accountability, health checks. 					
	Costs:	<ul style="list-style-type: none"> • Reprographics costs for photocopying of Y11 exam papers following January mock examinations. 					
Self-Evaluation Form (SEF)	SEF						
	May 2022	July 2022	September 2022	November 2022	February 2023		
	<u>Current Position</u>						

Next Steps

School Improvement Plan (SIP)	Objective 2:		<p>PP (Pupil Premium) and SEND (Special Educational Needs and Disabilities) pupils achieve in line with the same cohorts from the top 5% of school nationally</p> <p><i>Review intervention policy to ensure clear deployment of all resources, monitoring and quality assurance for PP and LAC (via PP statement) and SEND via the provision map (high level needs and EHCP funding)</i></p> <p><i>Performance management targets to ensure accountability at all levels for closing the gaps and ensuring and assuring the curriculum provision for cohorts of pupils</i></p> <p><i>Fixed agenda items for all LM meetings for progress of PP and SEND pupils (with guidance)</i></p> <p><i>Strategic use of data to identify gaps and target intervention with striking impact</i></p> <p><i>KS3 progress and attainment data for cohorts to be scrutinised and used to plan intervention within departments to ensure the rapid closing of gaps as part of the learning journey</i></p> <p><i>Clear communication pathways for all stakeholders for entrance and exit from whole school and departmental intervention</i></p> <p><i>Research led best practice using EEF three tier approach to plan a strategic intervention plan to close gaps and remove barriers</i></p>		
	Lead:	RHL (AG)			
		Impact Measures:	<p>1 All groups of pupils, including PP and SEND achieve in line with the top 5% of those cohorts nationally in final outcomes at the end of year 11</p> <p>2: All groups of pupils, including PP and SEND perform as well as their non-disadvantaged peers in all subjects across all year groups</p> <p>3: Destinations of pupils that are PP or SEND are aspirational and there are no NEETS within these groups</p> <p>4: There is no gap in ATL grades between PP/SEND pupils and their non-disadvantaged peers</p> <p>5: All PP and SEND pupils are making expected progress in every subject, in line with their non-disadvantaged peers</p> <p>6: QA of pupil work alongside the curriculum shows that standards are exceptional for PP and SEND pupils and in line with their peers</p>		
		Monitoring:	<ul style="list-style-type: none"> • QA of impact of intervention • Head of key stage line management minutes • QA of pupil work • Analysis of ATL grades • Analysis of progress data at each opportunity • QA and impact of Intervention plans and RAG analysis • Lesson observation data • Destinations data (NEETS) • Analysis of national to local and school comparators for PP and SEND students • Middle leadership minutes and accountability meetings • Impact of funding to be reported at Standards and Business meetings three times per year 		
		Costs:	<ul style="list-style-type: none"> • PP statement to be reviewed and published on the school website outlining spend and provision • SEND funding to be reflected in provision map and accounted for at governors and LM meetings 		
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Next Steps

School Improvement Plan (SIP)	Objective 3:		Ofsted AFI (Area for Improvement): Ensure pupils make connections between the key concepts in all subjects and enhance opportunities for pupils to make greater connections in their learning across different subjects.		
	Lead:	CN	<i>Links on curriculum journeys/Schemes of Work</i> <i>See the Big Picture book covers</i> <i>Classroom displays</i> <i>Meaningful tangents in lessons</i> <i>Exploring the morphology and etymology of vocabulary in lessons to elicit links with words from other subjects</i> <i>Building examples and non-examples of key words</i> <i>Integrating new knowledge into larger ideas</i>		
	Impact Measures:		1: If a Section 5 inspection takes place, a highly effective and joined-up curriculum contributes to an overall judgement of outstanding 2: In pupil voice, all pupils, including those with SEND, can articulate how their learning fits into the overview of the subject, or how key concepts link with prior learning 3: 100% of lesson observations are graded 'partial' and at least 75% 'yes' for G3 "Learning is sequenced to enable pupils to make links between key concepts" 4: In pupil voice, 95% of pupils, including those with SEND, can identify links between subjects from the previous term of lessons. 5: 100% of departments address the feedback they receive from QA regarding the Ofsted AFI		
	Monitoring:		<ul style="list-style-type: none"> Curriculum QA document Health check minutes Department self-review (and summary graph) on Afi Lesson visits Ofsted Section 5 report 		
	Costs:		<ul style="list-style-type: none"> N/A 		
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School Improvement Plan (SIP)	Objective 4:		<p>Ensure that teaching is inspirational, through expert subject knowledge and research-informed pedagogy, bespoke and responsive CPD and a passion that leads pupils to a lifelong love of individual subjects (IGNITE)</p> <p><i>Update Teaching and Learning handbook to incorporate the Golborne way and the revised G10</i></p> <p><i>Relaunch of the IGNITE strategy to inspire young people in the process of learning and the exciting paths that subjects can lead to</i></p> <p><i>New T&L team with key responsibilities</i></p> <p><i>New CPD model using EEF work</i></p> <p>SEND training a priority</p> <p><i>Meticulously planned induction which ensures the staff understand and the implement the Golborne way</i></p> <p><i>ResearchED events attended, best practice fed back to staff and Golborne staff contribute to these events</i></p>		
	Lead:	ACS			
	Impact Measures:	<p>1: 100% of lessons for the revised G10 have any aspects relating to IGNITE as partial and 80% as yes</p> <p>2: 100% of lessons for the revised G10 have any aspects relating to subject knowledge as partial and 80% as yes</p> <p>3: RAG of individual teacher's subject knowledge shows 0% at red by the end of the Summer term. 50% of amber red moved to green</p> <p>4: 100% of Curriculum overview of QA is amber for subject knowledge and pedagogy with 80% at green.</p> <p>6: 100% of staff feel that they are supported to develop their pedagogy and subject knowledge.</p> <p>7: 100% of CPD feedback indicates that staff feel supported to develop their subject and wider pedagogy</p> <p>8: A representative from every department attends at least one Research ED event or similar CPD event.</p> <p>9: 100% of new and temporary staff report that they are supported with the Golborne way of teaching and learning.</p> <p>10: 100% of staff engage in research-led CPD</p> <p>11. 100% of staff access SEND training appropriate to their role</p>			
	Monitoring:	<ul style="list-style-type: none"> • Lesson visits • Work scrutiny • Patrol findings • Perspective overviews • Curriculum reviews • CPD evaluations 			
	Costs:	<ul style="list-style-type: none"> • 			
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School Improvement Plan (SIP)	Objective 5:		<p>To make highly-effective and efficient use of assessment, that checks pupils' understanding of the curriculum, identifies starting points and gaps and informs teaching. To provide feedback that is responsive and leads to impact.</p> <p><i>Updated assessment and feedback policy</i> <i>Embedding classroom practice such as use of mini-whiteboards</i> <i>Looking at models from other high-performing schools and departments</i> <i>Considering advice/models from managing workload review</i> <i>Embedding digital strategies for assessment</i> <i>Improved use of KS3 assessment data at middle leadership level to address gaps</i> <i>Feedback that has impact for all pupils including the disadvantaged, the lowest-ability and those with SEND</i></p>			
	Lead:	CN				
	Impact Measures:	<p>1: G8 (Accurate assessment which checks understanding, identifies misconception and informs teaching to close gaps) is graded at least partial for 100% of staff and yes for 85% by Summer 2023.</p> <p>2: In work scrutiny, "giving feedback" is graded at least "mostly" for 95% of samples and "always" for 75% of samples by Summer 2023</p> <p>3: Through curriculum QA, staff can describe the rationale for what is assessed, and how assessment and feedback impact learning.</p> <p>4: Work Scrutiny shows that there is no difference in expectations or standards for pupils with SEND, disadvantaged and non-disadvantaged pupils</p>				
	Monitoring:	<ul style="list-style-type: none"> • Work scrutiny overview on Perspective • Lesson visit overview on Perspective • Discussion of KS3 data at Health Check meetings 				
	Costs:	<ul style="list-style-type: none"> • N/A 				
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	<u>Current Position</u>					
	<u>Next Steps</u>					

School Improvement Plan (SIP)	Objective 6:		<p>To implement a rigorous quality assurance model through which leaders at all levels ensure and assure the quality of curriculum intent, implementation and impact. To ensure it is manageable and timely, leading to positive outcomes for staff and students, including SEND and PP students.</p> <p>The model will 'join the dots' between lesson visits and work scrutiny to influence CPD and whole school agenda items.</p> <p>Review the QA model to incorporate QA check points as well as stakeholder voice associated with the QA model. Add in to the 2022-2023 calendar a QA meeting (ACS, FJH and VLC) to review the data and implement CPD. Accountability Meetings address the implementation of the QA findings. This is with SLT. Departmental QA data will be analysed and influence DDT and whole department strategies. QA data will be analysed to support at a practitioner level, particularly for SEND students. Each piece of criterion, lesson visit and work scrutiny proforma, will be reviewed to ensure that the intent of each subject matches the implementation demonstrated in the visit/ scrutiny. Sharing of best practice across the whole school, at a departmental level and cohort level, for example, a PP, SEND cohort. Identification of concerns are raised with immediate effect: following the QA model. SLT moderation is completed of the lesson visits and work scrutiny. An SLT overview is provided back to departments.</p>
	Lead:	VLC	
	Impact Measures:	<p>1: 100% of staff have secured partial or yes, for each piece of criteria, on their lesson visit feedback sheet by Spring 2023.</p> <p>2: 100% of staff have secured mostly or always, for each piece of criteria, on their work scrutiny feedback sheet by Spring 2023.</p> <p>3: At whole school level, departmental level and practitioner level, there is incremental progress for every judgement on both the <i>lesson visit</i> and <i>work scrutiny</i> forms. This will be reviewed from each QA drop.</p> <p>4: 100% of CPD opportunities/ briefings etc. relate back to the data analysed after every QA drop.</p> <p>5: 100% of staff support structures are successfully completed.</p>	
Monitoring:	<p>Monitoring</p> <ul style="list-style-type: none"> • Work scrutiny overview on Perspective. • Lesson visit overview on Perspective. • Discussion of T&L at Health Check meetings. • Analysis of the T&L data and the strategies put in place: DDT minutes. • Governor's meeting: reporting model. • Implementation of CPD across the school. • Bespoke questions in the Accountability Meetings associated with this objective. 		

	Costs: • N/A				
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	<p><u>Current Position</u> Item 10.3 for full QA review</p> <p><u>Lesson Visits</u></p> <p><u>Overall strengths from the SLT Observations</u></p> <ul style="list-style-type: none"> • Subject knowledge • Teachers ensuring that their own speaking, listening and writing and reading of English support pupils to develop their language and vocabulary well. • Teachers demonstrating the highest expectations and pupils displaying impeccable behaviour. • Effective questioning <p><u>Overall areas for development from the SLT Observations</u></p> <ul style="list-style-type: none"> • Embedding the IGNITE framework • High Challenge • Sequencing of learning to ensure that connections are made across and within subjects. • Pupil responses <p><u>Work Scrutiny</u></p> <p>Holistic <i>strengths</i> from the comparison of Term 1 to Term 2.</p> <ul style="list-style-type: none"> • Presentation and Accuracy. • Homework provision. • The implementation of the support structure in place for staff. <p>Holistic <i>developmental</i> points from the comparison of Term 1 to Term 2.</p> <ul style="list-style-type: none"> • Language for Learning. • Feedback and consistent application of policy. • Depth and breadth of the coverage of the curriculum. Inclusive of the <i>level of challenge</i> provided. • Connecting key concepts: an overlap from lesson observations. 				

Appendix 1: comparison between Term 1 and Term 2

Term	1	2
<p>Term 1 Presentation and Accuracy – The Gulbourn Standard. Key Question: Is work accurate? – are spelling, punctuation and grammar indicated / corrected according to policy? Key Question: Is work well presented? – are pieces of work dated? Can you tell if it is classwork or homework? Wasted space? – are titles underlined? Is handwriting legible? Are capital letters used appropriately? ✓</p>	97.0%	97.0%
<p>Term 2 Presentation and Accuracy – The Gulbourn Standard. Key Question: Is work accurate? – are spelling, punctuation and grammar indicated / corrected according to policy? Key Question: Is work well presented? – are pieces of work dated? Can you tell if it is classwork or homework? Wasted space? – are titles underlined? Is handwriting legible? Are capital letters used appropriately? ✓</p>	97.0%	97.0%
<p>Term 1 2) Language for Learning Key Question: Do pupils use tier 2 and tier 3 language accurately, demonstrating a deeper understanding of the subject? Are pupils producing high-quality academic responses? ✓</p>	97.0%	97.0%
<p>Term 2 2) Language for Learning Key Question: Do pupils use tier 2 and tier 3 language accurately, demonstrating a deeper understanding of the subject? Are pupils producing high-quality academic responses? ✓</p>	97.0%	97.0%
<p>Term 1 3) Giving feedback and consistent application of current assessment policy Key Question: Is feedback given in line with school / departmental policy? Is it having an impact? Is SEE IT used in line with whole school and departmental policy? Do pupils respond clearly to feedback? Is there evidence of pupils acting on feedback? Is it having an impact on progress? Is practical assessment evidenced in ✓</p>	97.0%	97.0%
<p>Term 2 3) Giving feedback and consistent application of current assessment policy Key Question: Is feedback given in line with school / departmental policy? Is it having an impact? Is SEE IT used in line with whole school and departmental policy? Do pupils respond clearly to feedback? Is there evidence of pupils acting on feedback? Is it having an impact on progress? Is practical assessment evidenced in ✓</p>	97.0%	97.0%

Term	1	2
<p>Term 1 Homework Key Question: Does regularity of homework meet school policy? Is homework challenging? Does homework support curriculum implementation? Is digital homework meaningful? Does digital homework mirror the expectations of written homework? ✓</p>	97.0%	97.0%
<p>Term 2 Homework Key Question: Does regularity of homework meet school policy? Is homework challenging? Does homework support curriculum implementation? Is digital homework meaningful? Does digital homework mirror the expectations of written homework? ✓</p>	97.0%	97.0%
<p>Term 1 Building on previous learning Key Question: Is pupils' knowledge consistently, coherently and logically sequenced so that it can develop incrementally over time? Is there a progression from the simpler and more concrete concepts to the more complex and abstract ones? Do pupils' work show that they have developed their knowledge and skills over time? Is pupils' development of practical skill met ✓</p>	97.0%	97.0%
<p>Term 2 Building on previous learning Key Question: Is pupils' knowledge consistently, coherently and logically sequenced so that it can develop incrementally over time? Is there a progression from the simpler and more concrete concepts to the more complex and abstract ones? Do pupils' work show that they have developed their knowledge and skills over time? Is pupils' development of practical skill met ✓</p>	97.0%	97.0%
<p>Term 1 Depth and breadth of coverage / Level of challenge Key Question: Is the level of challenge appropriate? Is there a calling on achievement? Does the content of the tasks and pupils' work show that pupils learn a suitably broad range of topics? Do tasks allow pupils to deepen their knowledge by requiring thought on their part, understanding of subject-specific concepts and making connections to prior ✓</p>	97.0%	97.0%
<p>Term 2 Depth and breadth of coverage / Level of challenge Key Question: Is the level of challenge appropriate? Is there a calling on achievement? Does the content of the tasks and pupils' work show that pupils learn a suitably broad range of topics? Do tasks allow pupils to deepen their knowledge by requiring thought on their part, understanding of subject-specific concepts and making connections to prior ✓</p>	97.0%	97.0%

Term	1	2
<p>Term 1 Evidence of pupil progress Key Question: Is there evidence that pupils make strong progress from their starting points? Do they acquire knowledge and understanding appropriate to their starting points? Key question: Are pupils regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding of the discipline? Are misconceptions addressed? Is there a ✓</p>	97.0%	97.0%
<p>Term 2 Evidence of pupil progress Key Question: Is there evidence that pupils make strong progress from their starting points? Do they acquire knowledge and understanding appropriate to their starting points? Key question: Are pupils regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding of the discipline? Are misconceptions addressed? Is there a ✓</p>	97.0%	97.0%
<p>Term 1 Connecting key concepts (OSTED AfE) Key Question: Is learning sequenced to enable pupils to make connections between key concepts within this subject? Is learning sequenced to enable pupils to make connections between key concepts across subjects? ✓</p>	97.0%	97.0%
<p>Term 2 Connecting key concepts (OSTED AfE) Key Question: Is learning sequenced to enable pupils to make connections between key concepts within this subject? Is learning sequenced to enable pupils to make connections between key concepts across subjects? ✓</p>	97.0%	97.0%
<p>Term 1 Is follow up intervention required? If yes, please refer to: ✓</p>	97.0%	97.0%
<p>Term 2 Is follow up intervention required? If yes, please refer to: ✓</p>	97.0%	97.0%

Teaching and Learning: Lesson Observations

As per the QA calendar SLT observations took place over the first half of the academic year. Each member of staff has now been observed by a member of SLT and feedback given to individual members of staff. Where intervention is required after an observation this has been put swiftly in place. See item 10.2. Please see below the QA outcomes for this round of observations below.

Teachers use their expert subject knowledge to present subject matter clearly ✓	97.0%	97.0%
Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well ✓	97.0%	97.0%
Effective questioning helps pupils to embed and use knowledge and skills fluently ✓	97.0%	97.0%
Pupil responses (both written and verbal) and developed following the Language for Learning model ✓	97.0%	97.0%
Is follow up intervention required? If yes, please refer to: ✓	97.0%	97.0%
Learning is sequenced to enable pupils to make connections between key concepts within and across different subjects ✓	97.0%	97.0%
1) Teachers demonstrate the highest expectations and pupils display impeccable behaviour ✓	97.0%	97.0%
2) High challenge for all pupils through the implementation of the curriculum ✓	97.0%	97.0%
3) Accurate teacher assessment which checks understanding, identifies misconceptions and informs teaching to close gaps ✓	97.0%	97.0%
4) Embed the iGEMTE framework ✓	97.0%	97.0%
10) Digital strategies enhance learning experiences for pupils in and outside of the classroom ✓	97.0%	97.0%

Overall strengths from the SLT Observations

- Subject knowledge
- Teachers ensuring that their own speaking, listening and writing and reading of English support pupils to develop their language and vocabulary well.
- Teachers demonstrating the highest expectations and pupils displaying impeccable behaviour.
- Effective questioning

Next Steps

- Review of the assessment calendar QA due to alterations made in SPR 2. This can then be processed on Perspective to provide an overarching judgement.
- Organise a moderation by SLT once the above has been agreed.
- Update the support structure in place with FJH.
- Review the role of CPD briefings after the Year 11 revision strategy is complete: stemming from QA.

School Improvement Plan (SIP)	Objective 7:	<p>To develop a rigorous and carefully sequenced literacy and numeracy strategy, embedded and assured cohesively within the curriculum, which is ambitious, supportive and is accurately assessed for all pupils including SEND, ensuring that they thrive as articulate and numerate young people in the school and wider community.</p> <p><i>Remove all barriers to literacy and numeracy through strategic intervention where pupils receive targeted support to help them catch up quickly (AST) which is monitored rigorously (FJH) and assessed for impact frequently (FJH) to close gaps</i></p> <p><i>Design, implement and quality assure an innovative reading curriculum for the Y7 reading class by creating a specific class for drama which is staffed by an English and a drama specialist to provide 1 hour a week of intense reading teaching (CN/FJH)</i></p> <p><i>Ensure that all staff have access to the identified barriers to reading for all of the "red" group readers with bespoke, high-quality, research informed CPD on reading strategies (FJH)</i></p> <p><i>Ensure that information from primaries allows early identification of our weakest readers from Y6 into Y7 (KF)</i></p> <p><i>Review assessment of reading to identifies e.g. automaticity, decoding, comprehension</i></p> <p><i>Redesign the whole school literacy policy (FJH)</i></p> <p><i>Redesign the whole school numeracy policy (JDH)</i></p> <p><i>Bespoke and high-quality staff training to develop expertise needed to deliver additional support for reading and check its effectiveness</i></p> <p><i>Staff training for maths recovery intervention (JC)</i></p> <p><i>Complete a full audit using the EEF "Improving Literacy in Secondary Schools" (FJH)</i></p> <p><i>Develop the library resource as a valuable resource to promote reading for pleasure and supporting all curriculum areas (FJH)</i></p> <p><i>Review Big Read strategy from pupil and staff voice (FJH)</i></p> <p><i>Research impact of literacy canon (FJH)</i></p> <p><i>Assure the quality of reading provision in curriculum areas with half-termly reading deep-dives (FJH)</i></p> <p><i>Red group readers to be provided to all staff on patrol to support the QA of the reading provision in all faculties (SLT)</i></p> <p><i>Use outward facing strategies to improve reading provision across school, for example PiXL (FJH)</i></p> <p><i>Improve stakeholder communication and marketing for literacy and numeracy (FJH/JDH)</i></p> <p><i>Develop a reading reward scheme across the whole school (FJH)</i></p> <p><i>Ensure that CPD empowers staff to teach and model reading effectively in all classrooms to establish a high profile of disciplinary reading in all subjects which is ensured and assured by curriculum leaders (FJH)</i></p> <p><i>Establish peer reading intervention strategy for amber readers (FJH)</i></p> <p><i>Launch book clubs for green readers (FJH)</i></p> <p><i>Introduce parent and governor volunteer support readers (AST)</i></p>
	Lead:	

			<p>Monitoring of the reading fluency assessments in drama (FJH) Central intervention record held for literacy and numeracy to improve communication (AST) Training for green readers (Y10) to become peer reading supporters Introduce 10 minutes of silent reading at the start of period 1</p>
		<p>Impact Measures:</p>	<p>1: 85% of pupils spelling age is at or above chronological age 2: 100% of staff voice indicates that staff feel confident and equipped to deliver reading in the curriculum 3: There is NO gap between reading attainment of SEND and PP students 4: EEF audit indicates that 100% of departments are intermediate and 50% are exemplary 5: 0 concerns on lesson visits/work scrutiny/observations in the G10 relating to Literacy and Numeracy 6: 100% of stakeholders are consulted in the development of the literacy and numeracy curriculum (policy?) 7: Quality assurance of reading provision at class teacher level indicates that 100% of staff are supporting weak readers effectively 8: Measurable increase in reading for pleasure at each pupil voice collection 9: Pupil voice surveys indicate increasingly positive attitudes to mathematics for pupils engaging with numeracy intervention. 10: 100% of pre-determined numeracy exit criterion met by all identified pupils for each cycle of intervention. 11: Increasing percentage of pupils, who engage with numeracy intervention, making expected/partial (cumulative) progress in mathematics, with narrowing gap to cohort average score 12: 100% of QA for delivery of intervention is positive 13: 100% of SEND pupils make progress with their reading age at each data capture</p>
		<p>Monitoring:</p>	<ul style="list-style-type: none"> • Analysis of RA and SA data • Analysis of Numeracy intervention data • Staff voice from literacy and numeracy CPD • EEF audit documentation • Patrol findings • Lesson drop ins • Observations • Work scrutiny • QA of intervention records • Library access information • Pupil voice • QA of Big Read delivery • Observations of peer reading sessions • Reading fluency assessment data in drama
		<p>Costs:</p>	<ul style="list-style-type: none"> • Library resources • Reading rewards • Accelerated reader – AST to cost • Numeracy package – JDH to cost

		<ul style="list-style-type: none"> • NGRT – FH to cost in consideration of changes to reading and spelling test software 			
<p style="text-align: center;">Self-Evaluation Form (SEF)</p>	SEF				
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	<p><u>Next Steps</u></p>				