



Tile Cross Academy

School Improvement Plan **2021/22**

Key Vision: Washwood Heath Multi Academy Trust

Mission: To provide our young people with the knowledge and skills to flourish in their academic and personal development.

Washwood Heath Multi Academy Trust's mission is for the young people at our academies to develop into contributing, articulate, happy and healthy citizens through an inspirational, high quality learning experience which enables them to grow academically, culturally and personally in the safe, caring, aspirational and nurturing environment of our talking, rights respecting academies.

Vision: To be a family of schools committed to being the best we can be for our young people, our staff and our communities.

Washwood Heath Multi Academy Trust will provide excellence for our young people and the communities we serve through being a caring, innovative family of schools, supported by our exemplary core team, which maximises the potential of the Trust's collaboration to develop all our people through on-going learning and our belief that our young people deserve the best we can be every day.

Values: To be a learning community founded on:

Respect: Equality of opportunity for all; Integrity in all our practices; engagement with our communities and celebrating diversity.

Collaboration: Working together within the Trust and beyond to improve young people's outcomes and be a progressive, innovative learning organisation to which people feel they belong.

Aspiration: Excellence in everything we do

Our Ethos for Teaching & Learning:

All young people will be able to engage with aspirational, challenging content, with individuals being supported to achieve their very best. They will understand the context of their curriculum journey and be enabled to retrieve prior learning, making links with new learning. They will learn new knowledge and skills, which they will apply and remember. They will grow as learners, able to self-regulate, collaborate and use discussion to deepen and reflect on their learning. They will receive on-going, constructive feedback as a crucial part of the learning journey, enabling them to develop and improve continually, as understanding is checked.

Aspirational
&
challenging
content

Support for
all to learn
and
remember

Context
Retrieval
and links
The journey

New
knowledge and
skills applied
and learning
deepened

Self-
regulation
Collaboration
Discussion

Ongoing
feedback
Monitoring
understanding
Continual
improvement

Beliefs and Promises: We believe that **our young people** are entitled to the highest quality learning experience.

We promise them a curriculum which will enable each and every one of them:

- to excel academically and be inspired across their full entitlement of subjects;
- to learn how to be safe and healthy;
- to receive a guarantee of cultural and societal experiences;
- to be an effective, life-long learner and participating global citizen who celebrates diversity and can address prejudice;
- to use language effectively and be a confident and respectful advocate for good;
- to collaborate and develop knowledge and skills for learning and for life.

We believe that their **parents and carers** are crucial partners in the education of our young people. We promise that we will:

- build a positive working relationship with them;
- earn their trust and confidence.

We believe that **all our staff**, in all roles, will be the best they can be for our young people by their commitment to our mission and to their own continual learning journey, in a workplace environment underpinned by our values. We promise that all staff will be supported to:

- model our values;
- grow professionally through collaboration;
- know and achieve what is expected of them;
- be well;
- be well led and to learn to lead.

We believe that our academies serve **their communities** and that collaboration with local communities and other partners will enable us to deliver our mission. We promise that our communities can trust in:

- The quality of education we provide, as advocated by our young people;
- Our commitment to the highest standards of public life and civic duty;
- Our commitment to the environment;
- Our commitment to collaborative working.



Washwood Heath
Multi Academy Trust

Respect Collaboration Aspiration

Key Vision: Tile Cross Academy

Tile Cross Academy: Tile Cross Academy is a **small** and **caring** 11-16 mixed comprehensive school that was created on 1st May 2017 and is part of **Washwood Heath Multi Academy Trust**. We have **high expectations** for our students in which they **develop** and **deepen** their **subject expertise** - the **knowledge** and **skills** of each subject - through the use of our **Teaching and Learning Cycle** (which helped form the Trust's 'Ethos for Teaching and Learning') and our focus on developing 'Character Education' to enable our students to become **outstanding learners** and **citizens**. We aim to provide a **high-quality education** in an **atmosphere** of **mutual respect** where **each individual is valued** as an important member of our school community. With the wide range of **backgrounds** and **cultures** represented in our school population we **celebrate diversity** and **difference**, whilst recognising that we are **all equal** in a **Rights respecting** ethos where students' rights are 'learned, celebrated and lived'. We strive to develop and **nurture** the **values, skills** and **attributes** which create **good citizens** and **lifelong learners**, so that every student can **discover, develop, and achieve** their full potential and be **successful** in whatever path they choose. Our **broad and balanced curriculum** prepares our students to meet the **challenges** of a **rapidly changing society**, ready and willing to grasp the opportunities available to them and be positive about their **futures**.

Quality of Education

Our ambitious curriculum will engage and stimulate our learners and develop their knowledge and skills to achieve high quality outcomes.

Our learners will:

- Experience a **diverse, challenging, and engaging** curriculum
- Thrive by **exemplary practice** modelled through our **Teaching & Learning cycle**
- Develop their **independence, collaboration, and ability to evaluate**
- Be **supported and challenged** as they aim to reach their **true potential**
- Be **literate and articulate** enabling them to **access** the wider world

Behaviour, Attitudes and Personal Development

Our culture and environment will empower each child to develop the attitudes and their characters to thrive, enabling them to be the best version of themselves.

Our learners will:

- Understand how their **behaviours and attitudes** impacts on theirs and other children's progress within a **supportive, caring, and inclusive** environment.
- Anticipate and experience being **praised and rewarded** as well as experience **support and fair** and effective **sanctions** when they fail.
- Grow through our **Personal Development curriculum**, modelling **British Values**, our 'Character Days' and our **ethos of visible kindness**.
- Understand their **rights and responsibilities** to themselves and others.
- Understand their **roles** within a **cohesive, diverse community, celebrating our equalities and diversity**.
- Prosper through understanding the needs and requirements of a **healthy lifestyle**. Be **shaped** for their **future, their studies, their careers, and their lives as adults**.

Leadership and Management

Leadership and management at every level and in all aspect's visions, focuses and directs structures, organisation, and actions to the benefit of children and colleagues.

As a result:

- **Alignment** with core team colleagues essential, allowing for **collaboration** across all teams that **support** our school and ensuring we are successfully working with the parameters offered by the **MAT**, ensuring **value for money**, allowing **excellent outcomes** for children, and working successfully within our family of schools
- Clarity and **communication** on new initiatives, allowing concepts and ideas to **embed consistent approaches**, with a **supportive monitoring and quality assurance** system in place; making sure that organisational planning understands and reflects the **wellbeing** of colleagues and the **safeguarding and wellbeing** of students
- **Wellbeing** at the heart of how we lead; looking after our **colleagues and our children** is key to a **supportive, productive** environment, making sure that we generate a **compassionate and safe environment**
- We create a sense of **community** for all, embracing **children, families, and colleagues**; maximising use of **facilities** to generate a verve and interest in the school, with the potential to **generate an income**
- **Governance** and the wider MAT leadership is clear and open to **input** from children, families and colleagues



**Ready Responsible Respectful
Reflective Resilient**



School Context: Details of our school context

As of 10th September 2021, we have 588 children on roll across five year groups. We have a gender balance of 54% male and 46% female. 45% of students are classified as having English as an additional language, with 23% being their first UK school. We have 41 different home languages. English is our predominate home language, with 21% of our children speaking Romanian, 5% speaking Urdu, 3% speaking Somali and 3% speaking Arabic. 15.8% of our school population is on the SEN register. We have 6 looked after children with 72.1% of our children classified as disadvantaged. 66.5% of our children arrive to Tile Cross academy with key stage 2 data; of these children, 45.8% are classed as low prior attainers and 2.3% arrive classed as higher prior attainers.

Students

Student Details	WHOLE SCHOOL		YEAR 7		YEAR 8		YEAR 9		YEAR 10		YEAR 11	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
On Roll	588		123		121		112		120		112	
FEMALE	271	46.1%	61	49.6%	58	47.9%	55	49.1%	57	47.5%	40	35.7%
MALE	317	53.9%	62	50.4%	63	52.1%	57	50.9%	63	52.5%	72	64.3%
Started in Year 7	495	84.2%	123	100.0%	117	96.7%	87	77.7%	96	80.0%	72	64.3%
Started in Year 8	49	8.3%		0.0%	4	3.3%	24	21.4%	10	8.3%	11	9.8%
Started in Year 9	25	4.3%		0.0%		0.0%	1	0.9%	13	10.8%	11	9.8%
Started in Year 10	18	3.1%		0.0%		0.0%		0.0%	1	0.8%	17	15.2%
Started in Year 11	1	0.2%		0.0%		0.0%		0.0%		0.0%	1	0.9%
Enrolment Status C	566	96.3%	123	100.0%	118	97.5%	107	95.5%	114	95.0%	104	92.9%
Enrolment Status M (MM out)	19	3.4%	0	0.0%	2	1.7%	3	2.8%	6	5.3%	8	7.7%
Enrolment Status S (MM In)	4	0.7%	0	0.0%	1	0.8%	2	1.9%	0	0.0%	1	1.0%
With KS2 Information	391	66.5%	0	0.0%	116	95.9%	94	83.9%	99	82.5%	82	73.2%
High Attainers at KS2	9	2.3%	0	#DIV/0!	0	0.0%	5	5.3%	2	2.0%	2	2.4%
Middle Attainers at KS2	88	22.5%	0	#DIV/0!	0	0.0%	30	31.9%	32	32.3%	26	31.7%
Low Attainers at KS2	179	45.8%	0	#DIV/0!	0	0.0%	60	63.8%	65	65.7%	54	65.9%
No KS2 Information Available	74	12.6%		0.0%	5	4.1%	18	16.1%	21	17.5%	30	26.8%
Pupil Premium Inc Ever 6	424	72.1%	86	69.9%	99	81.8%	81	72.3%	86	71.7%	72	64.3%
Pupil Premium Recipients	375	63.8%	82	66.7%	74	61.2%	66	58.9%	85	70.8%	68	60.7%
Free School Meals [Currently on FSM]	373	63.4%	73	59.3%	86	71.1%	77	68.8%	83	69.2%	54	48.2%
Looked After Children	6	1.0%	2	1.6%	1	0.8%	1	0.9%	1	0.8%	1	0.9%
Service Children	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
SEN	93	15.8%	16	13.0%	31	25.6%	16	14.3%	14	11.7%	16	14.3%
SEN Support (K)	73	12.4%	15	12.2%	30	24.8%	15	13.4%	2	1.7%	11	9.8%
Statemented (E)	20	3.4%	1	0.8%	1	0.8%	1	0.9%	12	10.0%	5	4.5%
EAL	264	44.9%	42	34.1%	50	41.3%	55	49.1%	56	46.7%	61	54.5%
First UK School	62	23.5%	0	0.0%	1	2.0%	36	65.5%	8	14.3%	17	27.9%

Mobility

	Year 7	Year 8	Year 9	Year 10	Year 11	All
Joiners since 5th Sept 19	20	25	18	18	4	85
Joiners after Sept 19	13	22	15	13	3	66
Leavers Since 5th Sept 19	13	10	15	9	7	54
Moved School	10	8	12	4	3	37
Left country	1	1	2	3	4	11
Missing Pupil						
Other		1	1	2		4
Permanent Exclusion	2					2
Backdated before 5 th Sept	1	5	1	3	1	11

The student population of Tile Cross Academy is extremely mobile. **Last Academic Year 85 students joined us at different points throughout the year whilst 54 left us:** they leave or join after Year 7. Many students travel well beyond the normal parameters which children are expected to do so to reach school. The draw of attending a 'Solihull school' is strong for some families but each year, the proportion of students who are from the local area increases.

Joined and Left in 2020/21 Academic Year	14	4	5	1	24
Managed Move unsuccessful		2	2	1	5
Moved School	11	2	2		15
Left Area			1		1
Left Country	1				1
Missing Pupil					
Permanent Exclusion	2				2
Other					

Deprivation

The levels of deprivation in the local area and areas from which the student population is drawn are among the most deprived in the country. Deprivation within our community: recently, the 'left behind' economic designation has been applied to the Lea Hall and Shard End areas of our school community. Reviewing the indices for multiple deprivations; our community is amongst the 10% most deprived in the country, with income deprivation, employment deprivation and health and disability deprivation also being in the 10% most deprived in the country. This leads to the children in our local community being amongst the top 10% most affected by deprivation.

Staffing

Here at Tile Cross we have a caring and dedicated group of staff. The school is lead by a Leadership team of 5 with the addition of 5 middle leaders forming an extended part of the leadership team. We have a team of 45 teaching staff 3 of which are part time. The school is supported by a team of 42 additional staff to ensure students are cared for in all aspects of school life. Being part of a MAT we also are home to a number of Core staff (11) to support running of the school site and catering facilities.

Curriculum Context: Details of how our curriculum is structured and developed

<p>Intent</p>	<p>At Tile Cross Academy we offer a curriculum that is ambitious and designed to give all learners, including the disadvantaged and those with SEND needs the knowledge and cultural capital they need to succeed in life. We offer this through our curriculum which is sequenced towards knowledge retention and developing skills for future learning and employment. We offer a full, broad, and balanced curriculum with a diverse range of subjects including the Core and Foundation subjects this is extended to include where needed, ESOL, ASDAN, Achieve and some Entry Level Qualifications for a small number of students.</p> <ul style="list-style-type: none"> • KS3. We offer a 3-year KS3 which has been developed to support progression and successful transition from primary school. The curriculum is designed to engage and motivate our young children and provide them with a passion for learning. Students experience a range of subjects that promote the development of skills, knowledge & independent learning. The curriculum is designed to secure knowledge & prepare for KS4. • Skills School. Our Tile Cross Skills School curriculum is intended for pupils identified as being significantly below age-related expectations in reading. At Tile Cross, Skill School pupils follow a programme of synthetic phonics. Our skills school specialist teaches English, Phonics, History, Geography and RE to 7E and 8E classes. In maths pupils will follow a curriculum designed to support them to learn the basic mathematical knowledge and skills to access the full curriculum. This is taught by our maths teachers with input from our skills school specialist. Our intent is that they leave the school able to access the curriculum at an age-appropriate level. Students are offered a full broad and balanced curriculum. • KS4. A two-year KS4 has been created to ensure success, developing knowledge retention and skills, building, and reinforcing on the prior knowledge gained in KS3. Gaps in knowledge due to Lockdown are being addressed by faculties through curriculum planning. Our faculties are making use of the DFE Education recovery document and Ofsted research reviews to support curriculum decisions. We aspire to increase EBacc uptake. This is increasing year on year. A more significant uptake will be evident in 2021-22 due to pathways in the options process. • T&L. The aim for all subjects is to develop knowledge and skills. Students should be able to retain and apply their knowledge and skills in order to progress and reach their milestones as a result. The intent of the curriculum should be seen in lessons, in books and heard during student forums. • Literacy is prioritised in curriculum planning and strategies from Voice 21 and NLT programmes are being developed throughout our curriculum.
<p>Implementation</p>	<ul style="list-style-type: none"> • Our Skills School delivery is led by a KS2 primary specialist, to support the design and delivery of our catch-up curriculum. Pupils are assessed against their progress towards age-related expectations in reading and maths. It is designed to equip pupils with life-long skills to access education and the wider world. • Developing good subject knowledge of teachers - Specialists in all departments sharing best practice through a regular weekly meeting and calendared meetings after school. Time is given for cross MAT subject groups and BEP subject meetings and memberships of subject associations are being trialled. • Literacy. There is a rigorous approach to the teaching of reading. Form time has been extended to allow our student to read twice a week due to large numbers of EAL students and high mobility and to develop literacy and a love of learning. There is a clear program of Phonics reading at early stages (YR 7 and Yr8). Developments in embedding literacy across the curriculum have begun throughout faculties, and Literacy leads are in place to develop reading, writing and oracy throughout the Academy. • Faculty curriculum maps have been developed time to consolidate knowledge and mapped to retrieve lot knowledge due to COVID. Retrieval week after each assessment point in KS4. • Subject Journeys are produced to map key knowledge and assessment points throughout the year, sharing the journey with students and parents. • T&L. The Training Plan aims to empower and develop teaching practice with the clear aim to help our students to progress and is supported by co-ordinated work via the Trust's Strategic Improvement Group. The sessions throughout the year will focus on our new T&L cycle and give practical advice and strategies to develop these in all our staff. In lessons, teachers should display strong subject knowledge and produce lessons that are suitably demanding which do not lower expectations, with a focus on SEND. The chosen methods of teaching and use of relevant and appropriate resources, should allow students to build and retain knowledge and make connections
<p>Impact</p>	<ul style="list-style-type: none"> • DATA Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. There has been a steady increase in P8 score for the last three years. 2017: P8 Score: -0.36, 2018: P8 Score: -0.31, 2019: P8 Score: -0.26 (-0.32 with outlier included), 2020: P8 Score: 0.07. Outcomes in 2021 continued to rise with the support of careful and targeted intervention outcomes to show a P8 figure of +0.30 and with all students included +0.67. Challenging targets are set for all students to ensure challenge in lessons and therefore resulting in attainment. See data dashboard for further detail. • Our teachers have three data entry points in the year (this has been reduced from 6 to minimise workload), after which the senior leadership team will produce a detailed report so that faculties can concentrate on intervention. Faculty Leaders are invited to an RSL meeting, to identify weaknesses and adapt intervention. • We closed the gender gap: Boys with P8: -0.65 and Girls with P8: -0.04 in 2018 to zero in 2019: Boys P8: -0.26, Girls P8: -0.26 (this increased again in the last academic year where girls outperformed boys although overall P8 figures improved 2020: Boys P8: 0.12, Girls P8: 0.77) through elevate (study skills programme) and an aspirational speaker and will seek to do so this academic year. We also aim to close the gap further with SEN students (2018: P8 of -1.25 decreasing to -0.60 in 2019 to 0.73 in 2020) and with disadvantaged students (2018: P8 -0.35 to 2019: P8 -0.24 and 2020: P8 0.38) • Skills School pupils demonstrate an improvement in chronological reading age and in mathematical knowledge (including NGRT and WRAT 5 testing). This allows them to better access our broad curriculum offer. Pupils are ready to enter our Key Stage 4 with improved knowledge and skills to achieve better outcomes. • Rights Respecting is fully developed across the school and has been awarded the Silver award. We continue to strive for Gold. • We aim and have achieved in ensuring that 100% of our students (no NEETs) are ready for the next stage of education, employment or training and go on to destinations that meet their interests, aspirations and the intention of their course of study.
<p>Other Features</p>	<ul style="list-style-type: none"> • Character days are planned throughout the year delivering vital aspects of PHSE, RSE, SMCS, Enterprise and Business skills, Career futures, Money Workshops, Online Safety, Yoga and Well Being, Gangs, Knife Crime, University visits and many more. A review of Topic Days is being undertaken to support curriculum review. • Focus days. Subjects have extended sessions to reinforce skills, knowledge retrieval; revision techniques consolidate coursework and catch up due to the high mobility of our students. • Enrichment. Students can choose from a range of different enrichment activities and clubs. Students are offered the opportunity to take part in UK residential and international residential. All our students take part in topic days. Large numbers of students took part in sailing, bike ability and swimming. All took part in off-site sports day and all students throughout their time at Tile Cross will have visited theatre and watched live musical performances. We have been awarded 'School of the Year' through the Social mobility Awards and have supported students in gaining sponsorship to various independent & state boarding schools for Post 16. • Early Intervention. Targeted intervention for underachieving students at key stage 4 and use of City Mentor Programme to support students in lessons and before and after school. • Inclusion. Is embedded throughout the school's processes and practices. Our vision is that all pupils should feel valued and supported. We have a needs-based strategy, based on the SENCo and the Language Development Leader having extensive knowledge of each child. Pupils with additional needs have a 'Pupil Passport' or an 'EAL Profile', which supports class teachers with information and strategies to promote their academic progress, and social and emotional development. Subject teachers are given training and advice on Quality First teaching, so that they can differentiate appropriately and meet pupil needs. The Inclusion faculty team are based in the 'TLC', where all teaching and learning interventions take place. The team consists of the SENCo, Language Development Leader and six Teaching Assistants. We run 1:1 and small group interventions for literacy, speech and language skills, language development and social and emotional development. Our team also lead on KS3 Lexia and Rapid Reading and the KS4 pathway for ESOL, Achieve & Asdan.

Pastoral Context: Details of our pastoral structure and development

<p>Behaviour</p>	<ul style="list-style-type: none"> • As an accredited Silver Rights Respecting school, we recognise that good behaviour will be promoted through the establishment of good relationships within the academy community built upon mutual respect. • We have returned to a year group system to support the post COVID recovery plan and instigated this in May 2021 • The character development of the child is at the heart of all we do and the 3 Rs of Ready, Responsible, Respectful will evolve to include Reflective and Resilient in the new academic year. • Children can receive rewards in each lesson of the day and as we move out of the COVID conditions, will also involve children being rewarded around school. • There are five Heads of Year with Pastoral managers for Years 8, 9, 10 and 11, with Year 7 having the family engagement manager attached as part of our ongoing commitment to smooth transitions between primary and secondary school. • Assemblies take place weekly and play an important role in promoting the ethos of the academy where courtesy; respect and good behaviour are the expected norm. • The academy curriculum also provides opportunities for consideration of behavioural issues, through the personal development programme where issues such as tolerance, honesty, bullying, rights and responsibilities are addressed. • The academy will seek to provide a relevant curriculum for all children. The provision of high-quality Teaching and Learning is central to achieving good behaviour. • Children who are experiencing behavioural and emotional difficulties will be supported through our pastoral system which may involve additional support either internally or through external multi-agency work. • The Academy makes every effort to support children with behaviour needs. Children may be placed on report as part of our support system – this may be to the Tutor, Year Manager, Head of Year, Assistant Headteacher, Deputy Headteacher or Headteacher, dependent on the level of intervention required. Student behaviour events, both positive and negative, are recorded on the academy's management information system.
<p>Attendance</p>	<ul style="list-style-type: none"> • Our ethos for attendance is to ensure that we support and develop children and families in making the right decisions about attending school, regularly, in line with 'Keeping Children Safe in Education' 2019 and Education Act 1996 • Attendance across the school is led by one of our assistant head teachers; there is also a dedicated attendance clerk that operates all the appropriate systems to manage our attendance needs. • We have a partnership with WHMAT Attendance Director; this is a whole WHMAT initiative, recognising a trust wide need for better attendance; this supports the academy in working towards a support and sanction model, leading to the legal aspects of attendance; we work closely with ELIT team with Birmingham City Council to ensure compliance and accuracy in our processes. • First day calls – undertaken by the Front Office and the attendance clerk; there is an unauthorised absence list that reduces the N coding; students with strong attendance whose families inform us of illness are marked as I or M as appropriate; at approx. • Absences and chasing – Form Tutors are our first port of call and will chase students for responses; within 2 schools' days of the return of the child, if no response has been received, the HOY will need to mark this as an O; further texts will be issued on a weekly basis via AHT and the front office. • Our mobility of students impacts our attendance significantly. • Monitoring and identifying – AHT will draw together all the strategic information required for HoYs and AHTs, to ensure that attendance is at the heart of the Year group system; HOYs will need to ensure that early help is a targeted and supportive process for children and families; AHT will continue to develop and populate reports for SLT and the MAT. • Early Help – after children and families are identified centrally, HOYs will be responsible for making sure that all children classed as either a persistent absentee (PA) or in danger of becoming a PA, receive the 'three houses' in the first instance, along with any suitable support or sanction; e.g. this could be form tutor mentoring, support via the school nurse, support from one of our external partners or could be in the form of lateness detentions of Form Tutor or HOY report for attendance and punctuality. • These actions will need to be documented on the House Risk Register, allowing AHT to create a central register of activity. • After early help – SARMS and Fast Track will be led by the attendance clerk; this does not preclude HOYs and the AHT from leading concern meetings.
<p>Personal Development</p>	<ul style="list-style-type: none"> • The school is committed to providing the best outcomes it can for our pupils. This includes academic, pastoral, and whole child development. An essential part of this commitment is to provide outstanding, impartial, careers advice and guidance, a varied and national curriculum focused personal, social health and citizenship programme, a reading programme that runs through form periods all held together with weekly assemblies, held in Year Groups, with senior teachers and heads of Year leading using themes linked to areas they are currently studying weekly. • Character development at Tile Cross Academy aims to develop a culture which nurtures the whole child illustrated in the form of the Character Diamond. This is developed in and out of the classroom and during Enrichment. This year has seen the embedding of the 3Rs - we are now in a position as a school to move to the 5Rs. The final 2Rs are the traits of character that need to be introduced with care, with dedicated time for staff to understand and celebrate students' demonstration of Reflection and Resilience. • We routinely deliver through the termly 'Character Days' direct links between curriculum areas, character development and culture and the world of work • A whole school enrichment plan has been developed which extends our current extra-curricular programme across a variety of subject areas. This includes Duke of Edinburgh, Sea Cadets, Erasmus European links and educational and development trips and visits (COVID restrictions permitting).
<p>Other Features</p>	<ul style="list-style-type: none"> • Student Welfare is overseen by an Assistant Head Teacher assisted by a full time Safeguarding Officer. In addition, each Head of House is a trained DSL with a further 3 DSLs on the SLT. • CPOMS is used to communicate concerns - all staff have access levels enabling them to report concerns; disclosures are reported in person. • Safeguarding training for staff is according to an annual calendar; On-going training takes place as part of the calendared CPD for all colleagues. DSL collaborations across the MAT are being undertaken. • The school has its own Police Liaison Officer who attends weekly to meet with DSLs and Safeguarding Officer; The school takes a leading role in the Schools and West Midlands Police panel. • MVP mentoring training undertaken with group of core students to support in leading across the school. • We offer significant inclusion support for vulnerable learners – EAL and SEND children - to ensure that they make expected academic progress and to support their social and emotional development. This is achieved via TLC, SEMH groups, referral to external specialists and external assessment. • We have a strong TA team of specialists, trained, and allocated to SEND for children of need in line with the Code of Practice (2015) • We have an identified member of SLT who our strategic lead for Mental Health; Mental Health awareness is built into personal development sessions and the assembly experience. • The emerging student leadership 'union' model is allowing more children to be involved with student leadership and the beginnings of more impact on the operations and vision of the school. Student leadership is in the process of being taken MAT wide.

Tile Cross Academy SCHOOL IMPROVEMENT PLAN 2021-22

Key Objectives Overview - School Improvement Plan

Area	MAT Strategic Goals	Key objectives Overview	Actions to be Considered:	Rights Respecting:
Quality of Education	A1, C1	Ensure a broad, balanced and ambitious Curriculum exists that supports and challenges all of our students to make rapid progress following challenges from Covid-19 pandemic.	Actions to be considered: Ensure breadth, depth and sequenced challenging curriculum. Pathways to increase EBAC, Curriculum journey maps, Website. Lost Learning	29 Your education should help you develop your personality, talents and abilities
	A2, C2, C4	Embed the new Tile Cross Teaching & Learning Cycle to develop teaching practice further to ensure all lessons are consistently good or outstanding.	Actions to be considered: Embed new Teaching and Learning Cycle; training plan session planning; develop research informed practice, focus on each phase of cycle. Coaching	3 Adults decisions must be right for you 13 You have the right to find out information through reading and writing
	A1, C1, C4	Further embed the strategies from Voice 21 to develop Literacy and improve reading, writing and oracy skills across all curriculum areas.	Actions to be considered: Voice 21. Bottom 20% readers identified and supported. Faculty training for Literacy initiatives. Reading programme. Showcasing expertise. Oracy	13 You have the right to find out information 29 Your education should help you develop your personality, talents and abilities
	A1, C1	Ensure Feedback clearly provides students with detailed next steps on how to improve and move forward with their learning and inform curriculum planning.	Actions to be considered: Variety of QA models used to assess quality of student work; Curriculum adapted to ensure gaps in knowledge are plugged. Flash Feedback revisit	13 You have the right to find out information through reading and writing
	A1, C1	Embed our Assessment system which utilises both formative and summative information to track student progress, inform intervention and improve student Outcomes .	Actions to be considered: Assessment model at KS3 and KS4 used to inform intervention and support; establish assessment standardisation & moderation procedures, outcomes,	3 Adults decisions must be right for you 13 You have the right to find out information through reading and writing
	A1, A2, R3	Ensure Home Learning activities engage all students by developing knowledge and skills in order to retrieve, consolidate and extend learning.	Actions to be considered: Training plan session planning; explore HL activities that develop knowledge and skills and plug gaps. Online HL. Ensure students have IT access.	29 Your education should help you develop your personality, talents and abilities
	A1, C1, C2	Refine and embed Quality Assurance procedures at all leadership levels to ensure teaching & learning practice is consistent and has a positive outcome for all learners.	Actions to be considered: Review all new QA pro forma; develop a rigorous QA calendar: incorporate PMRs, CARs, Learning Walks, Book Looks & Student Voice, Oracy	3 Adults decisions must be right for you 29 Your education should help you develop your personality, talents and abilities
	A2, C2	Establish an evidence-based Training Plan which supports teaching staff to use a range of effective pedagogical approaches to develop practice.	Actions to be considered: Training plan planning; share research with colleagues, other staff support delivery. Time for faculties, pastoral & safeguarding made available	29 Your education should help you develop your personality, talents and abilities.
Behaviour, Attitudes and Personal Development	R1	Re-establish a calm, focussed and productive culture for learning and tolerance with renewed purpose for children, families, and colleagues, in the wake of Covid-19 pandemic.	Actions to be considered: PDL maintains standards of behaviour, rewards & sanctions. Rights of the child. Ethos of visible kindness. Oracy to praise & adjust behaviour	3 Adults decisions must be right for you. 29 Your education should help you develop your personality, talents, and abilities.
	C1, R1	Develop the character of the child through all school processes and ensure it is at the core of the support and rewards systems and has children's rights enshrined at its heart	Actions to be considered: Development of 5Rs to increase the depth and breadth of our rewarding capacity. More focus on rewarding and celebrating what we all achieve	3 Adults decisions must be right for you. 29 Your education should help you develop your personality, talents, and abilities.
	C1, R1, R4	Character combined with the language of PDL and Rights Respecting , are being reinforced across the school in lessons and during unstructured time to embed our culture.	Actions to be considered: Refresher training, systems organised to ensure accurate and appropriate recording. Further develop the Rights of the Child. Aim to reach Gold in 2022	14 You have the right to think for yourself. 29 Your education should help you develop your personality, talents, and abilities.
	A1	Increase the attendance and punctuality of all children in the school and reduce the number of persistent absentees to meet or succeed national averages	Actions to be considered: Promote better attendance and attitudes to attending school. Attendance Targets set. Procedures to reduce Punctuality. Trends improve. QA completed.	5 Your family is responsible for helping you. 6 You have the right to live. 3 Adults decisions must be right for you
	R1, R2	Improve the range of opportunities for student leadership and voice across the school and deepen opportunities to experience being praised & rewarded through celebration & character	Actions to be considered: children to be recognised for their character around the school Embed student leadership models. Revitalise the student voice. Gain & evidence impact	3 Adults decisions must be right for you. 14 You have the right to think for yourself. 15 You have the right to set up or join a grp
	A1, R1	Further raise standards & attitudes to learning with children, colleagues, and families that lead to greater impact of the pastoral system on the achievement and progress of children	Actions to be considered: Standards and attitudes to learning are at the foundation of all we do. Dress, think and act smart that lead towards greater engagement with ATL.	3 Adults decisions must be right for you. 29 Your education should help you develop your personality, talents, and abilities.
Leadership and Management	A4, C4, R4	To embed new RSE policy within our Personal Development programme to ensure all students develop positive personal traits & gain knowledge to support them in their future lives	Actions to be considered: RSE, personal development curriculum, Enrichment Activities, active role school life, Children's Voice, rewards, Reporting Parents, Oracy	14 You have the right to think for yourself. 15 You have the right to set up or join a grp 17 You have the right to get information
	A2, R1	Ensure there is a strategic approach to student & staff well-being at school and beyond, with reference to Covid-19 including those who are bereaved or who are identified as vulnerable	Actions to be considered: Successful reintegration into school life, successful transition of Yr7 & other new students; support those particularly affected, Mental Health, Oracy	3 Adults decisions must be right for you 29 Your education should help you develop your personality, talents and abilities.
	R1	Continue to fully embed the UNICEF Rights Respecting ethos through all aspects of school life in order to achieve the Rights Respecting Gold award.	Actions to be considered: RRSA embedded with strategic plans at every level of leadership; a shared action plan to support completion of the RRSA Gold, Oracy.	3 Adults decisions must be right for you 29 Your education should help you develop your personality, talents and abilities
	A2	Improve the effectiveness of appraisal through the introduction of the new WHMAT Professional Growth Policy , including securing the impact of the Career Pledges for all staff.	Actions to be considered: Careers Development – MAT People Strategy Staff Voice, Recruitment & Retention, Morale,	3 Adults decisions must be right for you
	R3	Ensure the Academy Advisory Board is sustained and developed through training and support to allow it to fulfil its strategic leadership within the Trust's new governance structure.	Actions to be considered: Coaching Training, Support plans developed around the AABs needs for accountability, compliance, evaluation responsibilities. quality report provided to ESC	3 Adults decisions must be right for you
	R3	Produce a balanced budget by the end of the academic year that allows the curriculum to flourish and provide all the resources needed to support teaching and learning	Actions to be considered: Staffing, Curriculum mapping and time, Faculty budgets, Special bids, Careful monitoring, Support from finance team, appropriate ordering	3 Adults decisions must be right for you
	A3, C3, R1	To further increase the awareness and knowledge & understanding of all stakeholders on all aspects of safeguarding matters including LAC children	Actions to be considered: Training, Evidence, Informing students– assemblies, SCR, CPOMS, First Aid – new system, Student Social Workers. Progress, PEP finances. Progress, Attendance	3 Adults decisions must be right for you
	A3, C3, R1	Ensure that there is a highly ambitious curriculum in place for students with SEND needs so that they can thrive academically, socially and emotionally	Actions to be considered: teaching, curriculum offer, progress, interventions, safeguarding, attendance, behaviour and wellbeing, post 16 progression, DLP Project, SEMH provision. gov	3 Adults decisions must be right for you

Tile Cross Academy SCHOOL IMPROVEMENT PLAN 2021-22

Key Objectives Overview - School Improvement Plan

Area	MAT Strategic Goals	Key objectives Overview	Dec RAG	Apr RAG	Jul RAG	Autumn Term Review
Quality of Education	A1, C1	Ensure a broad, balanced and ambitious Curriculum exists that supports and challenges all of our students to make rapid progress following challenges from Covid-19 pandemic.				
	A2, C2, C4	Embed the new Tile Cross Teaching & Learning Cycle to develop teaching practice further to ensure all lessons are consistently good or outstanding.				
	A1, C1, C4	Further embed the strategies from Voice 21 to develop Literacy and improve reading, writing and oracy skills across all curriculum areas.				
	A1, C1	Ensure Feedback clearly provides students with detailed next steps on how to improve and move forward with their learning and inform curriculum planning.				
	A1, C1	Embed our Assessment system which utilises both formative and summative information to track student progress, inform intervention and improve student Outcomes .				
	A1, A2, R3	Ensure Home Learning activities engage all students by developing knowledge and skills in order to retrieve, consolidate and extend learning.				
	A1, C1, C2	Refine and embed Quality Assurance procedures at all leadership levels to ensure teaching & learning practice is consistent and has a positive outcome for all learners.				
	A2, C2	Establish an evidence-based Training Plan which supports teaching staff to use a range of effective pedagogical approaches to develop practice.				
Behaviour, Attitudes and Personal Development	R1	Re-establish a calm, focussed and productive culture for learning and tolerance with renewed purpose for children, families, and colleagues, in the wake of Covid-19 pandemic.				
	C1, R1	Develop the character of the child through all school processes and ensure it is at the core of the support and rewards systems and has children's rights enshrined at its heart				
	C1, R1, R4	Character combined with the language of PDLF and Rights Respecting , are being reinforced across the school in lessons and during unstructured time to embed our culture.				
	A1	Increase the attendance and punctuality of all children in the school and reduce the number of persistent absentees to meet or succeed national averages				
	R1, R2	Improve the range of opportunities for student leadership and voice across the school and deepen opportunities to experience being praised & rewarded through celebration & character				
	A1, R1	Further raise standards & attitudes to learning with children, colleagues, and families that lead to greater impact of the pastoral system on the achievement and progress of children				
	A4, C4, R4	To embed new RSE policy within our Personal Development programme to ensure all students develop positive personal traits & gain knowledge to support them in their future lives				
Leadership and Management	A2, R1	Ensure there is a strategic approach to student & staff well-being at school and beyond, with reference to Covid-19 including those who are bereaved or who are identified as vulnerable				
	R1	Continue to fully embed the UNICEF Rights Respecting ethos through all aspects of school life in order to achieve the Rights Respecting Gold award.				
	A2	Improve the effectiveness of appraisal through the introduction of the new WHMAT Professional Growth Policy , including securing the impact of the Career Pledges for all staff.				
	R3	Ensure the Academy Advisory Board is sustained and developed through training and support to allow it to fulfil its strategic leadership within the Trust's new governance structure.				
	R3	Produce a balanced budget by the end of the academic year that allows the curriculum to flourish and provide all the resources needed to support teaching and learning				
	A3, C3, R1	To further increase the awareness and knowledge & understanding of all stakeholders on all aspects of safeguarding matters including LAC children				
	A3, C3, R1	Ensure that there is a highly ambitious curriculum in place for students with SEND needs so that they can thrive academically, socially and emotionally				

Quality of Education - School Improvement Plan

Area: Quality of Education		Lead Staff: GSA, HSI						
<p>Vision: Our ambitious curriculum will engage and stimulate our learners and develop their knowledge and skills to achieve high quality outcomes.</p> <p>Our learners will:</p> <ul style="list-style-type: none"> Experience a diverse, challenging, and engaging curriculum Thrive by exemplary practice modelled through our Teaching & Learning cycle Develop their independence, collaboration, and ability to evaluate Be supported and challenged as they aim to reach their true potential Be literate enabling them to access the wider world 		<p>Success Criteria: By August 2022</p> <ul style="list-style-type: none"> 100% of staff are delivering lessons at Green or Green + standard. (T&L tracker will provide current RAG results following CARs and PMRs) 90% of students believe the 'homework I am given helps me to learn'. Ensure a relevant and personalised curriculum journey exists for all our students through knowledge and skills-based learning journey. Embed the use of Flash Marking to provide regular formative feedback to students. Effective and timely intervention will take place where students are seen to be struggling to meet their flight path progress. To aim to achieve Progress 8 Score of +0.2 or above To achieve an Attainment 8 Score of 4 or above To achieve a Grade 4 or above in both English & Maths of 60% Disadvantaged Students to achieve Progress 8 Score of 0.2 or above Boys to achieve Progress 8 Score of 0.2 or above Girls to achieve Progress 8 Score of 0.3 or above Students with SEN to Achieve a Progress 8 score of 0.1 EAL Students to achieve Progress 8 Score of 0.3 or above 						
<p>UN Convention Articles:</p> <ul style="list-style-type: none"> 29 Your education should help you develop your personality, talents, and abilities 3 Adults decisions must be right for you 13 You have the right to find out information through reading and writing 								
Objectives:	Actions:	Termly RAG:			Led by:	Autumn Term Review:		
Curriculum	<p>Ensure a broad, balanced and ambitious Curriculum exists that supports and challenges all of our students to make rapid progress following challenges from Covid-19 pandemic.</p>	<p>Actions: What needs to be completed to ensure objective is successful?</p> <ul style="list-style-type: none"> SEND focus – curriculum mapping exercise for faculty leaders to ensure well pitched lessons for all students including SEND Options adapted to ensure breadth and depth in curriculum. A language selected earlier by all students to ensure depth in the subject to increase outcomes for students. Options pathway created to increase EBacc uptake Review of SOWs to ensure knowledge retention, literacy, sequencing, challenge, and home learning is at the fore. Training plan to include and encourage Literacy including oracy in lessons. Schemes of work are adapted to encourage and develop literacy among students. Curriculum journey maps produced to prepare students for learning and to develop them in linking prior knowledge and skills to new learning. Termly Curriculum meetings to ensure consistency across faculties. Shared area with FIP, SOW, Curriculum maps, Data rational and subject flight paths developed to share best practice between HoF. Quality of curriculum measured through QA procedure To renew focus on Student Voice QA to gauge the success of the curriculum and the knowledge and skills-based learning journey. Website updated to showcase and reflect curriculum changes so all stakeholders are kept informed of curriculum developments. 	Dec RAG	Apr RAG	Jul RAG	GSA		
	Teaching & Learning	<p>Embed the new Tile Cross Teaching & Learning Cycle to develop teaching practice further to ensure all lessons are consistently good or outstanding.</p>	<p>Actions: What needs to be completed to ensure objective is successful?</p> <ul style="list-style-type: none"> Fully embed TCA Learning Cycle and all 6 stages into all teaching and learning training plan sessions. Utilise Senior Strategic Leaders and teachers with embedded practice to achieve this and maximise support to and from the Trust via the Strategic Improvement Group. 	Dec RAG	Apr RAG	Jul RAG	GSA	

		<ul style="list-style-type: none"> • Launch TCA Learning Cycle with all students in assemblies explaining the pedagogy that drives it. Explore ways to inform parents of the format of lessons. • Produce more strategies and resources for the X:\drive Teaching Hub linked to the TCA Learning Cycle to support teachers deliver embedded lessons consistently and thus MAT Teaching and Learning ethos. • Thorough quality assurance to ensure the TCA Learning Cycle is embedded into all lessons. Clear focus on Stages 3 (new knowledge), Stage 4 (engage with knowledge) and Stage 5 (apply knowledge). • Revisit Remote Learning and ensure a quicker turnaround of remote lessons for students isolating and having to work from home 					
Teaching & Learning	Further embed the strategies from Voice 21 to develop Literacy and improve reading, writing and oracy skills across all curriculum areas.	<p>Actions: What needs to be completed to ensure objective is successful?</p> <ul style="list-style-type: none"> • Re-introduce teachers to the Oracy Benchmarks and Framework through integrated training sessions. Monitor use of Voice 21 strategies within lessons with Oracy lesson visits/QA. Support staff to harness oracy within lessons through the use of sequenced oracy tasks/ high oracy expectations. Share curriculum planning of Oracy with SLT and HoF. Liaise with MAT counterparts on Voice 21 strategies and successes • Further embed the Reading Programme considering timetabled changes. Ensure effective use of Reading time through QA. Renew focus on questioning to elicit understanding of texts in form time reading. Support staff with the delivery of 'Control the Game' reading strategy • RA test students as part of yearly monitoring of Reading Ages. RA test incoming students within a week of entry. Target 20% weakest readers through data collection and a programme of interventions. Track the progress of students receiving reading interventions and apply/change as appropriate • To oversee the delivery of a Phonics programme targeting students with a phonics deficit, monitoring and reviewing progress half termly. To share synthetic phonics whole school, supporting all students with phonic understanding in lessons through displays and staff training • Review Disciplinary Literacy and support any further need within faculties in response to the review. Introduce mapping of reading and writing opportunities throughout all faculties' curriculum planning. To include literacy as an agenda item for Line management meetings to ensure a high profile • To increase the year on year borrowing rates from the library. To continue to improve RfP through: competitions; reading/book clubs; shadowing groups. To launch library system with all staff and students 	Dec RAG	Apr RAG	Jul RAG	TRN	
Teaching & Learning	Ensure Feedback clearly provides students with detailed next steps on how to improve and move forward with their learning and inform curriculum planning.	<p>Actions: What needs to be completed to ensure objective is successful?</p> <ul style="list-style-type: none"> • Review feedback policy and consider amendments for practical subjects, subjects in the arts and BTEC qualifications. Review the use of the Flash Feedback Teacher Journal and amend policy if needed. • Staff training to ensure all teachers are aware of the expectations of Flash Feedback and with particular focus on Live Marking. Share success stories and data from previous academic years. • Review quality assurance strategies of exercise books and consider the introduction of an effective 'Book Look' calendar. • Faculty Leader training to develop consistency in feedback across the curriculum. 	Dec RAG	Apr RAG	Jul RAG	GSA	
Outcomes	Embed our Assessment system which utilises both formative and summative information to track student progress, inform intervention and improve student Outcomes .	<p>Actions: What needs to be completed to ensure objective is successful?</p> <ul style="list-style-type: none"> • Review all KS3 & 4 Faculty Assessment Proposals at the beginning of the academic year and get regular feedback from faculty Line Managers to get updates on developments and progress in KS3 & 4 assessment. • Faculty Leaders trained on the key features of successful assessment design through research-based developments. • To support in the standardisation of all KS3 & 4 assessments and promote MAT collaboration to ensure all summative assessments are fit for purpose. • To review and develop KS3 & 4 assessment moderation procedures to ensure consistency across the curriculum. 	Dec RAG	Apr RAG	Jul RAG	PEN	
Curriculum	Ensure Home Learning activities engage all students by developing knowledge and skills in order to retrieve, consolidate and extend learning.	<p>Actions: What needs to be completed to ensure objective is successful?</p> <ul style="list-style-type: none"> • Review "Home Learning Trial" at the start of the academic year to identify hardware needs of our families and ensure families are supported to access the hardware necessary to access Home Learning online. • Re-launch Home Learning to middle leaders: refresher on TCA Home Learning Policy; features of effective Home Learning and faculty leader monitoring of home learning. 	Dec RAG	Apr RAG	Jul RAG	SBB	

		<ul style="list-style-type: none"> Re-launch Home Learning to teachers with training needs addressed following Home Learning Trial Summer 2021 Develop regular student voice and Home Learning review to assure Home Learning processes operating as anticipated 					
Curriculum	Refine and embed Quality Assurance procedures at all leadership levels to ensure teaching & learning practice is consistent and has a positive outcome for all learners.	Actions: What needs to be completed to ensure objective is successful?	Dec RAG	Apr RAG	Jul RAG	HSI	
		<ul style="list-style-type: none"> Review all Quality Assurance pro forma and make necessary amendments if needed and share with SLT, Middle Leaders and teachers through the training plan. 					
		<ul style="list-style-type: none"> Review the QA Calendar and incorporate CARs, Lesson Visits, Learning Walks, Book Looks, Student Voice and SLT scrutiny weeks. 					
		<ul style="list-style-type: none"> Review Curriculum Area Reviews and the reporting of the key findings to help develop faculty areas. 					
		<ul style="list-style-type: none"> Utilise National College resources to support in the training on Ofsted 'deep dives' for all Middle Leaders. 					
		<ul style="list-style-type: none"> Re-launch Middle Leader Faculty level QA on the S:\Drive and train Faculty Leaders on the procedures and ensure Line Managers include regular QA agenda items in meetings. 					
		<ul style="list-style-type: none"> Develop the T&L reporting process further to include more headline figures for reporting to the Headteacher, Executive Headteacher and the MAT Director of T&L. 					
		<ul style="list-style-type: none"> Develop regular T&L headline figure reporting on Metamorphosis for MAT Director of T&L. 					
Teaching & Learning	Establish an evidence-based Training Plan which supports teaching staff to use a range of effective pedagogical approaches to develop practice.	Actions: What needs to be completed to ensure objective is successful?	Dec RAG	Apr RAG	Jul RAG	GSA	
		<ul style="list-style-type: none"> SEND focus – 'curriculum by design – not an afterthought' 					
		<ul style="list-style-type: none"> TCA Learning Cycle focus – Develop strategies and share best practice for Stages 3/4/5 with explicit instruction and questioning 					
		<ul style="list-style-type: none"> Encourage teaching staff to deliver and share outstanding practice within the Academy and across the trust. 					
		<ul style="list-style-type: none"> Review training plan for implementation through Learning walks, book looks and Student voice 					

Behaviour, Attitudes & Personal Development- School Improvement Plan

Area: Behaviour, Attitudes and Personal Development		Lead Staff:				
<p>Vision: Our culture and environment will empower each child to develop the attitudes and their characters to thrive, enabling them to be the best version of themselves.</p> <p>Our learners will:</p> <ul style="list-style-type: none"> Understand how their behaviours and attitudes impacts on theirs and other children's progress within a supportive, caring and inclusive environment. Anticipate and experience being praised and rewarded as well as experience support and fair and effective sanctions when they fail. Grow through our Personal Development curriculum, modelling British Values, our 'Character Days' and our ethos of visible kindness. Understand their rights and responsibilities to themselves and others. Understand their roles within a cohesive, diverse community, celebrating our equalities and diversity. Prosper through understanding the needs and requirements of a healthy lifestyle. Be shaped for their future, their studies, their careers, and their lives as adults. 		<p>Success Criteria: By August 2022</p> <ul style="list-style-type: none"> Reduction in FTEs Attendance at 94% and PA's at 15% Children can articulate how their character is developed. Families recognise the importance of character and personal development to improve the life chances of their child. Standards are high and can be always seen in lessons and around the school. All colleagues are aware of the role they play in contributing to character development, personal development and a renewed culture of learning across the school. Children feel praised and rewarded each and every day and in a variety of ways and methods. Verbal praise is constant and consistent and adults use visible kindness as their key method of improving attitudes of children. 				
<p>UN Convention Articles:</p> <ul style="list-style-type: none"> 3 Adults decisions must be right for you.2 29 Your education should help you develop your personality, talents, and abilities. 14 You have the right to think for yourself. 5 Your family is responsible for helping you. 6 You have the right to live. 15 You have the right to set up or join a grp 17 You have the right to get information 						
Objectives:	Actions:	Termly RAG:			Led by:	Autumn Term Review:
Behaviour & Attitudes	<p>Re-establish a calm, focussed and productive culture for learning and tolerance with renewed purpose for children, families, and colleagues, in the wake of Covid-19 pandemic.</p>	<p>Actions: <i>What needs to be completed to ensure objective is successful?</i></p> <ul style="list-style-type: none"> Expectations for children and colleagues: routines to be implemented by HoYs and HoFs, with consistency and accountability being led by the SLT and middle leaders. Approaches to developing a positive school ethos and improving behaviour across the whole school aims to support greater engagement in learning and the school ethos. 	Dec RAG	Apr RAG	Jul RAG	BYG/HSI
		<ul style="list-style-type: none"> Routines for unstructured time and the right to relax for all will be developed. Higher levels of duty staff across breaks and lunches will be deployed and structure using the PE department to organise activities in the MUGA will support students in becoming involved in lunch time activities. Library sessions to allow for more homework and IT opportunities for children. Personal development sessions focus on the wellbeing of children and reaffirm our way of learning and the mutual nature of positive behaviour to all children's' learning. 				
Behaviour & Attitudes	<p>Develop the character of the child through all school processes and ensure it is at the core of the support and rewards systems and has children's rights enshrined at its heart</p>	<p>Actions: <i>What needs to be completed to ensure objective is successful?</i></p> <ul style="list-style-type: none"> Character Diamond reporting model has a strong evidence base of all enrichment and extra-curricular activities to ensure student participation and ownership of learning and success and linked to the rewards system. Events are reviewed and significant groups of non-participators surveyed on potential future activities. 	Dec RAG	Apr RAG	Jul RAG	PEN/NAN
		<ul style="list-style-type: none"> Routines for unstructured time and the right to relax for all will be developed. Higher levels of duty staff across breaks and lunches will be deployed and structure using the PE department to organise activities in the MUGA will support students in becoming involved in lunch time activities. Library sessions to allow for more homework and IT opportunities for children. One way system around the school to be implemented 				

		<ul style="list-style-type: none"> Standards checks to be a daily part of the form tutors' routines. Late to lessons to be monitored closely by HOY in September and then to reduce the numbers by 5% half termly Standards spot checks on a half termly basis by Key Stage Assistant Heads following weekly checks by HoYs. Improve students Uniform and Equipment compliance levels to over 95% based on HoYs and AHT checks. 					
Behaviour & Attitudes	<p>Character combined with the language of PDFL and Rights Respecting, are being reinforced across the school in lessons and during unstructured time to embed our culture.</p>	<p>Actions: What needs to be completed to ensure objective is successful?</p> <ul style="list-style-type: none"> Consistency with all colleagues and children across faculties and Houses to support positive behaviour. Reviewed detention tariff to be launched with all colleagues. Colleagues are consistent and clear to students in their application of pastoral policies and procedures enabling students to have positive relationships with teachers and peers based on mutual respect; they will use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of students. A reduction in CDBs, detentions and removals from lessons; quality assurance shows that all colleagues are using PDFL appropriately 	Dec RAG	Apr RAG	Jul RAG	PEN/BYG/HSI/NAN	
		<ul style="list-style-type: none"> The Rights of the Child are referenced within all learning opportunities across faculties and through personal development sessions The Rights of the Child are explicit in all aspects of school life. 					
		<ul style="list-style-type: none"> Student ambassadors play a significant role in reviewing the PDFL system, rewards and praise and allow their views to be integral to developing our approaches. 					
Behaviour & Attitudes	<p>Increase the attendance and punctuality of all children in the school and reduce the number of persistent absentees to meet or succeed national averages</p>	<p>Actions: What needs to be completed to ensure objective is successful?</p> <ul style="list-style-type: none"> Processes are fit for purpose and everyone's role within the need to drive attendance forward is clear; training and support are linked to the needs to drive forward attendance as well as the links to safeguarding and achievement. 	Dec RAG	Apr RAG	Jul RAG	HSI/HoYs	
		<ul style="list-style-type: none"> Attendance is nearer to national averages of 94.6% and exceed the 93.5% of the 2019/20 academic year. drives to reduce lateness to school and lateness to lessons. Developed systems become embedded across all year groups. Role of the attendance clerk becomes solidified and offers a high level of information and data regarding children's attendance to key stakeholders. 					
		<ul style="list-style-type: none"> Persistent absenteeism returns to the 15.5% of 2019/20 and early help is used as our main approach before legal actions commence. Maintain the robust series of protocols to continue to identify early potential PA students, forensic analysis of PA and patterns of attendance and cross reference with demographics and achievement groups. A risk register identifies students that are approaching PA status and appropriate support is implemented via internal and external mechanisms. Rewards are used to embed the need for high levels of attendance. High attendance links to Form and House rewards. Prestige with attendance is celebrated regular via all colleagues. 					
Personal Development	<p>Improve the range of opportunities for student leadership and voice across the school and deepen opportunities to experience being praised & rewarded through celebration & character</p>	<p>Actions: What needs to be completed to ensure objective is successful?</p> <ul style="list-style-type: none"> Children's voice powers advancements within each Year group and within faculties: A whole school programme of student leadership that involves House Captains, ambassadors, and appropriate student leadership across all year groups. 	Dec RAG	Apr RAG	Jul RAG	PEN/BYG/HSI	
		<ul style="list-style-type: none"> A fully operating and productive student leadership model. Positive feedback via student voice of actions and experiences of student leadership. Children can identify the role of the student ambassadors and recognise the impact they have on school life and throughout the MAT. MAT wide leadership group meets to discuss key themes such as healthy eating and environmental issues. 					
		<ul style="list-style-type: none"> Half termly praise assemblies to be delivered by HOY Rewards evening for students and parents Share good practice of Science/ PE departments and get a consistent approach to praise cards being sent home on a regular basis 					

Personal Development	Further raise standards & attitudes to learning with children, colleagues, and families that lead to greater impact of the pastoral system on the achievement and progress of children	Actions: What needs to be completed to ensure objective is successful?	Dec RAG	Apr RAG	Jul RAG	BYG/HSI	
		<ul style="list-style-type: none"> • ‘Restorative Justice’ linked to sanctions and support for both culprits and victims so situations become closed and remain so. Training to continue with middle leaders and pastoral managers, being disseminated to all colleagues and children. Advice, support and guidance for parents and families to be provided. 					
		<ul style="list-style-type: none"> • Expand the rewards system to allows all students the opportunity to show their talents and for these to be celebrated via academic and personal development. • ‘Hall of Fame’ consistently recognises the achievements and quality of achievement and ability of children within each faculty area; children appreciate and value the public display of recognition of achievement. • A revitalised approach to the Attitudes to Learning system is linked with character development, allowing for children and families to be able to see the progress children are making in how they approach learning. 					
Personal Development	To embed new RSE policy within our Personal Development programme to ensure all students develop positive personal traits & gain knowledge to support them in their future lives	Actions: What needs to be completed to ensure objective is successful?	Dec RAG	Apr RAG	Jul RAG	PEN/HoYs	•
		<ul style="list-style-type: none"> • Personal development is an interconnected model, scaffolded by form periods, assemblies, along with Character Days and enrichment activities as well as having clear signposts within the KS3 and KS4 curriculums of all subjects. • RSE policy shared and consultation with colleagues and families shows confidence in our plans • Colleagues are confident to deliver RSE and personal development in form periods and within their own subject specialisms. 					
		<ul style="list-style-type: none"> • Learning walks demonstrate that each child is receiving a structured and high standard of personal development through form times and the assembly programme. • Form Tutors feel supported and professional developed by the support offered to them for leading personal development in the classroom. 					
		<ul style="list-style-type: none"> • Character Days offer opportunities for all children to embrace a wider of experiences that support personal development including peer on peer abuse and online safety. • Enrichment activities are broad and offer children ample opportunity to explore skills and abilities in a wider setting than the classroom. • Families recognise the importance of enrichment and personal development by receiving appropriate reporting on the activities of the child and how this has an impact on the development of the child’s character. 					

Leadership and Management - School Improvement Plan

Area: Leadership and Management	Lead Staff:
<p>Vision: Leadership and management at every level and in all aspects' visions, focuses and directs structures, organisation, and actions to the benefit of children and colleagues.</p> <p>As a result:</p> <ul style="list-style-type: none"> Alignment with core team colleagues essential, allowing for collaboration across all teams that support our school and ensuring we are successfully working with the parameters offered by the MAT, ensuring value for money, allowing excellent outcomes for children, and working successfully within our family of schools Clarity and communication on new initiatives, allowing concepts and ideas to embed consistent approaches, with a supportive monitoring and quality assurance system in place; making sure that organisational planning understands and reflects the wellbeing of colleagues and the safeguarding and wellbeing of students Wellbeing at the heart of how we lead; looking after our colleagues and our children is key to a supportive, productive environment, making sure that we generate a compassionate and safe environment We create a sense of community for all, embracing children, families, and colleagues; maximising use of facilities to generate a verve and interest in the school, with the potential to generate an income Governance and the wider MAT leadership is clear and open to input from children, families and colleagues 	<p>Success Criteria: By August 2022</p> <ul style="list-style-type: none"> Greater links with MAT colleagues are formed and MAT Centralisation supports Tile Cross to focus on Teaching and Learning. 100% of staff are delivering lessons at a standard appropriate to their experience and responsibility. 90% of all lessons have a positive climate for learning which develops active engagement through the Tile Cross Toolkit CORE Values are effectively promoted to all stakeholders and used in 90% of lessons to develop learners Skills and Expectations. Quality assurance procedures show that 80% of lessons effectively use the Tile Cross Toolkit (<i>Note – this can be using the classroom environment or the X:\drive resources</i>) 100% of all supported staff record positive progress on journey to being 'Good' and reach personal objectives in the timeframe stated. Staff value wellbeing commitments being made by the school and this is shown in staff surveys. Pupils responses to the following questions should improve: 85% of students believe that behaviour expectations are high and I can get on in my lessons
	<p>UN Convention Articles:</p> <ul style="list-style-type: none"> 3 Adults decisions must be right for you 29 Your education should help you develop your personality, talents and abilities.



	Objectives:	Actions:	Termly RAG:	Led by:	Autumn Term Review:						
Leadership & Management	Ensure there is a strategic approach to student & staff well-being at school and beyond, with reference to Covid-19 including those who are bereaved or who are identified as vulnerable	<p>Actions: <i>What needs to be completed to ensure objective is successful?</i></p> <ul style="list-style-type: none"> A return to school PHSEC curriculum is delivered to reinforce children and colleagues restore their sense of belonging support relationships and routines and becomes a key focus for pastoral support; routines and processes, enhanced by the character development and mental health and wellbeing curriculum, designed to support children's return to school Operational post Covid 19 support documents are issued to all stakeholders to both support safe and alert processes to returning to school life, securing the support and views of colleagues, families and children alike Safeguarding: ensuring the health and safety whilst supporting the welfare of our students and staff as we open our facilities is the highest priority in order for us to be able to engage our community in learning. We will achieve this through: implementing programmes/timetables that place staff and student safety and welfare at the heart of decision making; applying strict routines for cleaning and personal hygiene; upholding high levels of safeguarding training and support to reflect both KCSIE 2021 and reflecting the circumstances that COVID19 presents with regards to Mental Health including grief, anxiety and wellbeing. A Recovery Curriculum, designed to support all year groups, with particular focus on the incoming Year 7 and the new Year 11, designed at establishing loss of routines, learning culture and knowledge gaps generated by the Covid 19 outbreak and the lockdown of schools; Year 7 will need a refocussed approach on testing on entry to allow for time to establish routines around learning; Year 11 will need a reflective approach towards completing the curriculum and the rearrangement of the mock exams, assessments and parental consultation; preparing all learners, ensuring wellbeing and re-establishing routines are essential for children to reintegrate into learning behaviours. 	<table border="1"> <tr> <th>Dec RAG</th> <th>Apr RAG</th> <th>Jul RAG</th> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Dec RAG	Apr RAG	Jul RAG				PMO, PEN, GSA	
Dec RAG	Apr RAG	Jul RAG									

Leadership & Management	Continue to fully embed the UNICEF Rights Respecting ethos through all aspects of school life in order to achieve the Rights Respecting Gold award.	Actions: What needs to be completed to ensure objective is successful?	Dec RAG	Apr RAG	Jul RAG	PEN	
		<ul style="list-style-type: none"> Most children and young people understand the concepts of fairness and equity and are able to describe how the school promotes such principles and puts them into practice. Relationships are identified by most children, young people, and adults as mutually respectful. There is evidence that respectful relationships are strengthening consistently over time. 					
		<ul style="list-style-type: none"> Embed the existing 'union' model for student leadership. Revitalise the student voice model by enhancing questionnaires with focus groups. Character around the school documentation and the opportunity for children to be 'caught getting it right'. 					
		<ul style="list-style-type: none"> Most children and young people can describe how the school provides information and support for a range of physical, social, and emotional needs. Nearly all children and young people describe how everyone is included and valued and can describe how becoming rights respecting contributes to this. The school is actively working towards (or is sustaining) a strong culture of inclusion and is able to show how this is underpinned by non-discrimination. 					
Leadership & Management	Improve the effectiveness of appraisal through the introduction of the new WHMAT Professional Growth Policy , including securing the impact of the Career Pledges for all staff.	Actions: What needs to be completed to ensure objective is successful?	Dec RAG	Apr RAG	Jul RAG	GSA/PMO	
		<ul style="list-style-type: none"> Launch Professional Growth procedures for coming academic year with all staff and highlight where developments have been made to process. Offer full training on procedures to support new processes. 					
		<ul style="list-style-type: none"> Track completion of the setting of developmental areas and key review points in February and June. Full completion of process to be undertaken by all stakeholders. Staff voice highlights benefits of new processes and that changes have been implemented to streamline processes. 					
Leadership & Management	Ensure the Academy Advisory Board is sustained and developed through training and support to allow it to fulfil its strategic leadership .	Actions: What needs to be completed to ensure objective is successful?	Dec RAG	Apr RAG	Jul RAG	PMO	
		<ul style="list-style-type: none"> The academy advisory body is supported and coached to be able to think strategically and contributes to the development of the academy's strategy; it can articulate the organisation's strategic priorities and explain how these inform goals. AAB able to report effectively to the Boards Education Standards Committee 					
		<ul style="list-style-type: none"> The academy advisory body is supported and coached and can put in place plans for monitoring progress towards strategic goals; supports strategic change having challenged as appropriate so that change is in the best interests of children, young people and the organisation and is able to champion the reasons for, and benefits of, change to all stakeholders 					
		<ul style="list-style-type: none"> Through appropriate training, audit and developing of skills and qualities the academy advisory body identifies viable options and those most likely to achieve the organisation's goals and objectives; puts aside vested or personal interests to make decisions that are in the best interests of all pupils/students Through training, support and development, the supplementary progress of the advisory boards subcommittee structure and membership, the academy advisory board uses clear language and messaging to communicate to parents and carers, children, colleagues and the local community 					
Leadership & Management	Produce a balanced budget by the end of the academic year that allows the curriculum to flourish and provide all the resources needed to support teaching and learning	Actions: What needs to be completed to ensure objective is successful?	Dec RAG	Apr RAG	Jul RAG	PMO	
		<ul style="list-style-type: none"> Set Budget plan carefully in order to support curriculum developments to support teaching and learning. Careful monitoring of budget holders in place to ensure balanced budgets are created. 					
		<ul style="list-style-type: none"> Collaboration with Finance Team to ensure relevant training is in place for budget holders and that regular meetings are taking place to track in year spends. 					
		<ul style="list-style-type: none"> Admissions and mobility of students carefully tracked to ensure year groups are to PAN so correct allocated funding is sourced. New admissions to be communicated to all staff in appropriate timescales Planning for coming academic years is in place to develop a budget where less MAT support is being given in regards to funding. 					
Leadership & Management	To further increase the awareness and knowledge & understanding of all stakeholders on all aspects of safeguarding matters including LAC children	Actions: What needs to be completed to ensure objective is successful?	Dec RAG	Apr RAG	Jul RAG	BYG	
		<ul style="list-style-type: none"> Staff to have enrolled on the National College – so that safeguarding training courses can be assigned and tracked for full completion. New staff to be trained on arrival. All staff to be trained on KCSIE, and to be clear on the main areas of Safeguarding and any key updates highlighted – regular updates and reminders throughout the academic year to be scheduled 					

		<ul style="list-style-type: none"> • Safeguarding briefings to be delivered every 2 weeks, as well as regular training in T&L sessions. Key themes to be highlighted and shared and discussed with staff. 					
Leadership & Management	Ensure that there is a highly ambitious curriculum in place for students with SEND needs so that they can thrive academically, socially, and emotionally	<ul style="list-style-type: none"> • LAC students to be tracked carefully. Funding for each child to be budgeted and spent appropriately. Purchases tracked and monitored throughout the academic year. 				JMY, GSA	
		Actions: <i>What needs to be completed to ensure objective is successful?</i>	Dec RAG	Apr RAG	Jul RAG		
		<ul style="list-style-type: none"> • Training plan to focus on inclusive teaching strategies (as recommended by EEF). Regular training slots focusing on key aspects of SEN to be delivered through briefings and staff training. 					
		<ul style="list-style-type: none"> • HOFs to ensure that SOWs are inclusive by design, and this is communicated to all, teachers with their faculties. 					
		<ul style="list-style-type: none"> • SLT to use QA to identify good practice and identify staff in need of support 					