ST PETER'S SCHOOL

SCHOOL IMPROVEMENT PLAN 2022 – 2025

3 key improvement priorities:

Behaviour for Learning (Disadvantaged boys) (L1)
Consistent high quality teaching from year 7 to 13 (HPA Focus Year 7 - 13) (L5/A1)
Exemplary partnership with all stakeholders (E2)

Our Vision Statement:
To be the Secondary School of Choice in Huntingdonshire

School Improvement Plan (summary) September 2022

LEARN	ASPIRE	EXCEED
Curriculum development: – Personal Development KS3-5 – Beyond the classroom – STRIVE KS3 towards 20+ hours on site – Nurture KS4 – RSE **Student Profiles**: - Reviewed for identified students (Disadvantaged students) for years 7-11 **Teaching and Learning:** - Science/Maths 90% effective KS3 teaching: - quality of teaching and learning to be 80% effective **Student work monitoring –** overt progress Disadvantaged 80% March Other 80% **Quality of Teaching** – 90% meet expectations (June)	**Leadership** – 60% middle leadership exceeding expectations (100% meeting) Leaders leading review of their areas **Quality assurance –** QA team established Comprehensive QA calendar instigated **Primaries -** effective working relationships with Thongsley and Hartford primaries – Develop a cross phase academic provision **Post 16-** all lessons rated as leading to expected progress **Assessment** – Year 11 intervention programme in place **Post 16 A level:** - Average per entry Target 29 (C) Projected 23 (D+) **Post 16 vocational:** - Average per entry Target 27 (M+) Projected 28 (M+) Disadvantaged: - overall -0.8 - boys -0.8 Attainment 8	**Retention** - KS 5 recruitment 55% of all and all HPA students indicating to remain at St Peter's School into Yr 12 **Students -** embed a 'prefect' style leadership system for students Parental liaison - 90% parents state this is effective **Attendance** - 96% (year 7 – 13) - revised procedure instigated PA 16% Disadvantaged 93.4 % (93.2 national, 94.8 national all) **Exclusions -** fixed term exclusions reduced to 15 days for the term Disadvantaged (10 days - 60% of all recorded negative behaviour) NEET=1% - Destinations of disadvantaged students tracked Year 11-13 **Anti-bullying:** - incidents reduced to 6 for the term **Racist incidents:** - to be reduced to 7 for the term

Attainment 8

	All	E	M	Eb	O	E/M 4+	E/M 5+	CNHP	YC
Difference projected/ target	-0.2	-0.2	-0.3	-0.2	+0.2	-4	-5	-0.5	-0.4

Long term – 3 years (2025) - To be the secondary school of choice in Huntingdonshire

LEARN	ASPIRE	EXCEED
Curriculum - Promotes academic, technical, skills, wellbeing and SMSC (PD/RE) development through a combination of the taught and extra-curricular opportunities **Cross phase** – Students make rapid progress due to the continuous curriculum / pastoral provision **Post 16 collaboration** – Unviable courses attracting students adding to curriculum breadth / financial viability / positive value added incorporating significant extra curricular activities **Exceed curriculum** - with embedded collaborative learning to all top sets Years 7-11 **Premises** - Develop the school premises and facilities to address growth in Year 7 intake and future post 16 numbers to support high quality extended school and community provision **MAT** - Proved to be value added £270,000 plus contributions back to SPS per year **Quality of teaching** - 100% meets expectations - Question effectively to identify and rapidly address misconceptions - Students know their next steps in their learning - Effectively participate in professional development **Intervention** – students who fall behind are caught up within two weeks **Progress 8** is +0.5 **Progress** - Across all subject areas, year groups and identified groups of students is rapid	**Leaders** - All to have a deep understanding of the school's effectiveness, taking responsibility for driving forward standards in their subject area, ensuring all students make outstanding progress (progress 8 is +0.5 and Post 16 A level and Applied General value added is +0.5), supported through participation in a bespoke CPD plan **NPQML / SL** – Delivery centre **DET /DOT** – Delivery centre **Literacy and numeracy** – Embedded across the curriculum including tutor time - 80% of students at/above chronological reading age **Student numbers** - Year 7 220+ - Year 12 100+ **Specialism** – 6 faculties linked with identified employers **Information Technology** - To be embedded in the whole curriculum delivery	**Communication** – Parents value guidance on how to support their child - 95% parental feedback is positive **Attendance** – 96% (year 7 – 13) - no group is disadvantaged with low attendee's attendance/equal to national averages - persistent absence is 1% below the national average **Attitude** - To learning is high across all subjects / year groups Students are actively engaged in their learning **Behaviour** - Outside of lessons is impeccable with students being punctual and self-disciplined. **Careers advice** – Gatsby benchmark is achieved **Safety**- 100% of students feel safe and promote the safety of others rapidly rising (even online) **SMSC** – Students are caring and active citizens in school and the wider society

Where are the Ofsted targets addressed in our School Improvement Plan?

Ofsted target	Where addressed in our Plan
Continue to raise the achievement of disadvantaged Students, especially boys, so that it is securely good, by: sharpening the monitoring, intervention and support for Students at key stage 3, so that it has maximum impact on their achievement	L1/L3
Ensure that staff receive precise guidance about how to meet the needs of, and raise standards for, specific Students who have special educational needs and/or disabilities but do not have an education, health and care (EHC) plan	A4
Further develop the positive communication with parents, especially those parents who have concerns, so that they are clearer about what the school is doing to support their child	E2

Progress towards achieving Ofsted targets (March 2017)		
Target (March 2017 Inspection)	**How**	**Impact**
Continue to raise the achievement of disadvantaged Students, especially boys, so that it is securely good, by: – continuing to secure high-quality teaching through key stages 3 and 4, which plugs gaps in Students' knowledge from their previous weaker teaching and/or lower starting points	• Allocation of staff to be checked as the new timetables produced. Student recognition events to be continually developed. • Students curriculum experience to be deepened e.g. Year 7 LAE curriculum/ St Peter's pathway	Increased quality of teaching and learning at KS3 80% meeting expectations English strength Maths Science Trilogy -1.1
Continue to raise the achievement of disadvantaged students, especially boys, so that it is securely good, by: sharpening the monitoring, intervention and support for students at key stage 3, so that it has maximum impact on their achievement	• Schemes of work to be rewritten linked to assessments. Staffing made available to promptly support students' progress as gaps are identified (KS3, 4 and 5 intervention).	Disadvantaged girls progress was -0.4 in 2019 with boys being -1.0 Disadvantaged boys progress has improved internal assessment but also through triangulation- quality of classwork/learning walks/ students and staff voice
Ensure that staff receive precise guidance about how to meet the needs of, and raise standards for, specific Students who have special educational needs and/or disabilities but do not have an education, health and care (EHC) plan Students curriculum experienced is altered as required e.g. Nurture	• IEPs to be written for 'K' students at KS4 along with student profiles (Edukey) • SENDCo conducts learning walks to ascertain staffs developmental needs in order to support E/K students appropriately • Students timetable adjusted as appropriate to ensure the requirements of EHCPs are addressed	Edukey used to communicate strategies to support students with identified learning needs e.g. EHCP requirements or 'K' students e.g. dyslexia
Further develop the positive communication with parents, especially those parents who have concerns, so that they are clearer about what the school is doing to support their child	• Survey parents using an external consultant on their experience of communicating with St Peter's School • Parent panel developed to take an active role in the school • Positive comments file maintained • Quality assurance phone calls made and outcomes logged with further developments implemented • Number of communications per day recorded (emails sent /phone calls)	Student profiles communicated to parents via GFS. 679 communications home on 14th June 2022. Parent Partnership group established and meeting regularly, with 92% of Year 7 parents (March 2022) recommending St Peter's School to another parent.

SEF July 2022		
Learn (Grade 2) Ofsted Quality of Education	**Aspire (Grade 2) Ofsted Leadership**	**Exceed (Grade 2) Ofsted Personal Development/Behaviour**

How do we **develop staff**? (EB)
 	
• 81% (April 2022) of teaching reaches our expectations - We know this because: (Progress 8 score of 'other' students is +0 2)
• Performance management process focused upon staff development/contributes to the whole school e.g. all teaching staff will have an action research target
• Due to the Triangulation development for all staff have been identified. This is then addressed through bespoke CPD e.g. Triads / breakfast CPD / subject specific knowledge enhancement.
• A range of opportunities are available for staff at all levels e.g. ECT 2/3, Middle leaders, Senior leaders.
• Internal quality assurance team of middle leaders created to e.g. support departmental peer reviews/Student experience activities.
• Teaching that does not reach our expectations is challenged by the Improving Teacher Support programme (ITSP) conjunction with the performance management policy.
• The UPS staff/best practitioners are delivering CPD/disseminating examples of effective practice.
• Coaching for Success programme is available for teaching staff. All new staff are assigned a coach as part of their induction.
• A CPD plan (linked to SIP/TIPs/PM) has been developed offering up to four training sessions per week e.g. Triads, Teaching and Learning briefing, Trust delivered.
• ECT 3- 5 year programme instigated
 	
Is our **curriculum suitable**? (EB)
▪ Extended writing is a focus. All formal assessments now require extended written answers. Extended oral answers are required from all students when questioned. This is monitored during learning walks / student voice / marking scrutiny.
▪ Low level readers supported by teachers experienced in synthetic phonics
▪ Action is taken to ensure all students catch up and then make accelerated progress in Literacy and Numeracy. E.g. a primary teacher is employed focusing on Year 7 catch up/specific training given to identified staff
▪ Reading standards are rapidly improving despite being very low on entry e.g. year 11 - 9.5 years on entry/Year 741% below national expectations
▪ The curriculum from year 7 – 11 is broad and balanced leading to significantly more students (currently 96% year 11 students) following 8 courses counting towards Progress 8
▪ The curriculum at Post 16 meets the needs of students allowing them to access HE and apprenticeships.
▪ All students who come into the sixth form without GCSE Maths / English, resit.
▪ SMSC /PD (Personal Development) programme being enhanced (taught lessons/collapsed lessons) to address local needs (Years 7-13)
▪ RE (Religious Education) activities being broadened (Years 7-13)
▪ Nurture curriculum to support students who are not secondary ready
▪ THRIVE/STRIVE (internal Alternative Provision) supports students who might otherwise be permanently excluded
▪ Broadening range of extra curricular activities e.g. Learn Aspie Exceed Year 7/ Learning outside of the classroom, HPA/SPS Pathway
	What is the impact of our **leadership**? (CB)
	
	• 92% Head of Department/Head of Year leadership meets our expectations
	• Balanced budget delivered in 2019/20 due to strong budgetary accountability at all levels
	• Fully staffed
	• Increased student numbers (+100 in one year)
	• Actively seek links both within and beyond the Trust e.g. peer reviews
	• Roles and responsibilities of all leaders are clearly defined with clear accountability including budgetary responsibility/student progress
	• Governors through regular professional development hold senior leaders to account for all aspects of the school's performance as evidenced in minutes/visit reports with an emphasis on safeguarding
	• The performance management process is rigorous.
	• Specific job descriptions/targets for TLR/UPS holders.
	• Development of the senior and middle leadership team is a growing strength. Middle leaders conduct regular walks/ work scrutiny to identify effective practice/ areas of development. Staff are developed through to NPQ NPQs/bespoke leadership CPD programme/collaboration with Trust Subject Leads
	• A risk register that includes the current and future financial positions is regularly updated by senior leaders/governors.
	• Leadership development programme for Associate/teaching staff instigated
	
	Are our students **safeguarded**? (AM)
	• 773 students 64% (92% of Disadvantaged) (July 2022) have a safeguarding file
	• Students say they feel safe. Regular student surveys say that school teaches students how to be safe online and in the community and they have confidence in staff to support them.
	• Regular audits (records available) internally and externally of the safeguarding arrangements, Child Protection files, SCR
	• All staff have received training to identify extremist behaviour with the training being part of our new staff induction process.
	• Monthly whole staff safeguarding briefings including annul retraining e.g. KCSIE updates
	• All students have been trained in E Safety through the personal development programme and Computer Science lessons with parents receiving updates on current e safety issues.
	• Students have a strong sense of right and wrong e.g. bullying
	• Students at Post 16 participate in activities designed to help keep them safe e.g. Breck Foundation / CASUS / DriveIQ
	
	We have **achieved** this by:
	• Proactively using internal data to:
	   • Pastoral – employ additional staff who support underperforming students - Year 6/7 transition/Disadvantaged/Post 16/Family Worker
	   • Attendance – employment of an EWO across the Trust who will work with identified families
	   • Academic – interventions within/beyond the classroom e.g. Year 7 Literacy, Year 8 English/Maths, Year 11/13 subject specific
	• Quality Assurance cycle lead by trained middle leaders
	• Clear accountability for the expenditure of delegated budgets e.g. PP, SEND etc.
		How are our **students developed**? (AM/JEB)
		
		• Student leadership is becoming stronger, led by an Assistant Headteacher e.g. leading Student Council/Charity events with a wider range of opportunities to develop their leadership skills including D of E, CCF and NCS
		• Student leaders are being trained in Mental Health First Aid to support younger students with low level mental health concerns.
		• SMSC, promoting British values and preparing students for life in modern Britain is led by a senior leader mapped across all year groups and externally reviewed.
		• Post 16 students participate in a comprehensive series of PD/RE activities.
		
		How positive are students' **attitudes to learning**? (MG)
		• 0% permanent exclusions (2014-22)
		• Rewards to sanctions given in the ratio 5:1 June 2022
		• 0% against 25% nationally students enter our Alternative provision with an EHCP
		• Disadvantaged students received a fixed term exclusion compared to their 3.3: 1 compared to national ratio of 4:1
		• Attendance (90.3 March 2021). There are clear, rigorous and robust attendance systems in place.
		
		What is our impact on **students' progression** beyond St Peter's School? (AM)
		• A clear Career Strategy enables the careers team to ensure that the needs of all students are being met (No Year 13 students NEET Oct 2021) <4% National 13% FSR June 2020
		   - Included with Schemes of Work
		   - Calendar of events
		• Year 11 2021 NEET <1.3% (<5% disadvantaged)
		• All but 1 year 13 leavers had a progression route (2021) – 64% went onto HE and the rest secured apprenticeships and employment. Those that left at the end of year 12 went onto apprenticeships or other FE colleges.
		• Close work with external agencies and the LA to ensure that those students at risk of being NEET have extra support.

Are we narrowing the **progress** gaps between disadvantaged/other students? (AD)

- Pupil Premium is overseen by a designated Governor and led by a dedicated Assistant Head Teacher.
- Profiles written for 'K'/Disadvantaged students incorporating aspirations (Ofsted target)

Outcomes

	E/M (%) 4+	E/M (%) 5+	EBacc (%)	A8	NEET (%)
2022 projection	51	26	11	4.3	0.0
18/19	57	40	12	4.2	3

Year 13 Average points	2019	2022 projection
A level	21.0	25.0
Applied	25.5	36.0

36.0

Subjects		
Strong	In transition	Concerns (actions are being taken)
English	Maths	History (KS4/5)
Art (KS4/5)	Science	Geography (KS4/5)
	PE (KS4/5)	Music
		Business Studies

How will we improve the **quality of students' education**? (CB)

KEY AREAS FOR DEVELOPMENT	KEY AREAS FOR DEVELOPMENT	KEY AREAS FOR DEVELOPMENT
1. Literacy for learning – students to reach their chronological reading age by using assessment outcomes to inform intervention strategies (L6) 2. To further improve the quality of teaching and learning across all departments (ensure that teaching and learning is a focus in line management meetings, during CPD sessions and in meetings with HoDs, and that structured and rigorous intervention is built into timetables) to be at least 90% good and outstanding (L5) (EB) (SIP priority) 3. Students school experience is broadened through additional activities in PD / RE / SMSC / CEIAG/ extra-curricular e.g. Duke of Edinburgh/ National Citizen Service (A6/L3 AD/JEB)	1. High prior attaining (especially disadvantaged) students to be consistently challenged to make greater than national expected (>+0.1)levels of progress from Year 7 (L1) (AD) 2. Using the 2019 examination outcomes to enhance the accuracy of our renewed assessment procedures to ensure they are within +/-2% of the actual outcomes (A3) (EB) 3. 80% of middle leadership to be externally recognised as outstanding (A2) (EB) 4. Intervention strategies to support students to make greater progress within two weeks of the assessment point focused upon these groups of students : (EB overall) • Disadvantaged - especially boys (AD) • Higher prior attaining (especially disadvantaged) (AD) especially in the following subjects: Year 11 DT/ Drama/ Sports Studies Year 13 History/ Psychology/ Sociology/ Geography 5. To increase the post 16 VA to be A Level >-0.3 Vo c >0.0 (A2) (AM)	1. Develop a stronger series of rewards/ extra-curricular activities in conjunction with the Student Council (E7) (AD) (supporting behaviour for learning SIP priority) 2. Parental engagement to be recognised as a strength of the school (E2) (JEB) (SIP priority)

How is St Peter's School giving effect to the CAM Academy Trust values?

Principle	Action	Impact

The excellence principle (TP1)(E10) SIP ref L1, L2, L3i, L3j, A1, A8, E4
 	
Education must be of the very highest standard
	• Proactive in comparing ourselves to other education providers e.g. organising a unique series of peer reviews to moderate our own perception of our own effectiveness and to ascertain examples of best practice from other providers	• Good Ofsted judgement
		• 81% of teaching and learning meets our expectations (April 2022)
		• St Peter's school is fully staffed
		• Overall progress Year 11 in 2019
		  +0.2 girls
		  +0.3 other
		  +0.3 English (all)
		  +0.2 Maths (all)
		  +0.6 English (0ther)
		• Quality of Alternative Provision recognised by Local Authority

	• Ensuring staff development is a high priority
	  – Classroom teachers (Trust CPD-DET, informal CPD - Triad groups)
	  – Associate staff - have the knowledge and skills to support students and staff
	  – Leaders - developed through NPQML/NPQSL with opportunities to acquire whole school leadership responsibilities
	• Work within other Trust secondary schools
	• Recruitment of high quality teaching staff through embracing close working relationships with providers
	• Instigated the Early Career Framework from Sept 2021	

	• Through developing an effective careers programme all students progress onto meaningful destinations (measured against the Gatsby benchmarks) • CEIAG strategy ensures appropriate events to raise the aspirations of all students • September 2021 <2% students are NEET compared to a national average of 3% (all) and 10% (Disadvantaged) • 50% of disadvantaged year 13 (2021) progressed to university compared to 24% nationally	
	• Nurture curriculum builds key literacy skills using synthetic phonics for students with speech and language difficulties so that they are able to access the full mainstream curriculum • THRIVE/STRIVE, our own in school AP, offers a range of GCSE subjects for students at risk of permanent exclusion with a good degree of success. • National curriculum expectations embedded in schemes of work in all subjects	
	• Safeguarding is a strength of the school and is recognised as best practice – we are open in sharing our expertise with other schools	

	• Staff are encouraged to take risks in the classroom planning engaging lessons. We have a rigorous Teaching and Learning framework that identifies staff in need of further support to improve their teaching • Student leadership opportunities encourage students to contribute to the school and local community	

	Next steps
	• Develop the quality of teaching to ensure students make expected progress: (SIP ref L4)
	   ○ KS4
	   - Drama
	   - Product Design
	   - Geography
	   - PE
	   ○ KS5 A Levels
	   - Further Maths
	   - Sociology
	   - Applied Science
		• Monitor the progress of students and the impact of the support and intervention for students.

The comprehensive principle (TP2)
SIP ref Outcomes L1, L2, L3b, L3c, L3g, L4, L5, A1, A4, A7, E1
 	
Education must be for all types and abilities of Students
	• Students of all abilities are catered for within our comprehensive curriculum, notably
	  – Disadvantaged especially boys (how we meet our equal opportunity objectives are monitored on a monthly basis)
	  – Internal Alternative Provision (STRIVE)
	  – Cabin – enhanced provision for students with an EHCP for autism
	  – SEND (Nurture)
	  – Most vulnerable
	  – High Prior Attaining
	  – LAC
		• STRIVE - for students who find mainstream education a challenge. Positive Ofsted comments and Trust report (monthly impact reports) All students passed the examinations sat in years 10 and 11 with 4 out of 5 of year 11s progressing to a high quality destination.
		• Quality of provision noted by Local Authority (October 2021)
		• Quality of SEND provision noted by Local Authority

	• Development of the Mental Health Champion's role
	• Student's personal development is enhanced by
	   ○ Leadership opportunities (Student leadership team)
	   ○ Students working in partnership with:
	   - Duke of Edinburgh
	   - National Citizen Service
	   - Combined Cadet Force
	• Personal , Social, Health Education/RE/SMSC provision is growing
	• Co-ordinated overview KS3-5
		• Students speak 41 different home languages
		• Staff/students to be appropriately trained with the CHATBar opened and promoted

	• Continue to implement the Trust IT strategy	• STRIVE students supported by remote learning • Catalogue populated • Every post 16 student to have a device
	Next steps • Further develop our provision for the most challenging through enhancing our STRIVE unit (SIP ref L3G) • High Prior Attaining students to make expected progress from KS4 (SIP ref L3C) • Develop our Post 16 collaboration • Develop cross phase joint working relationships	• Leadership capacity of the SEND team is developing
The community principle (TP3) **SIP ref A2, E2, E3b, E8,E10** Every Academy must be at the heart of its local community and serve it well	• Local community links continue to be developed: • Business mentors • 'WOW Wednesdays' use the Alumni community to help raise aspirations amongst students • Business – 40 businesses and local FE/HE providers are happy to give their time to attend CEIAG events such as the Annual Careers Fair	• Support both Business students and identified students for CIEAG
	• To work with social worker training provider	• Trainee social worker placement available

	• Close working relationships with
	  o Further Education providers
	  o Universities (NEACO support)
	  o Business
		• Close working relationships are resulting in 2% NEET in Year 11 September (2021)
		0% NEET in Year 13 (September 2021)
		(National 13 % FSR June 2020)

	• Primary schools
	  o Specific role within Head of Year responsibilities
	  o Staff time/resources allocated to support cross phase working e.g. CPD, lesson delivery, extra-curricular provision
	• Governing body supports both St Peter's and Thongsley Fields
		• Programme of teaching opportunities in other schools in place
		• Support for pastoral provision developing in primary schools e.g. with EHA

	• Parent Panel group provides a useful forum for dialogue	• Issues addressed e.g. home/school contact
	• Electively Home Educated (EHE) students are encouraged to use St Peter's School as an examination centre for GCSE exams	• Young people are engaged to participate in full time education at the next level e.g. progression to 6th form
	• Student leadership activities (mentoring, charity work etc.) encourage a strong whole school community	• Greater numbers of students applying for Year 11 leadership positions (53 in 2022)

		• Post 16 students using relevant experiences to support university applications
	Next steps • Further develop effective cross phase working practices focused on Thongsley and Hartford Junior (SIP ref E8) e.g. PE staff	

The partnership principle (TP4)
SIP ref A1, E4, E5, E8
 	
Each Academy must seek to work positively in partnership with others for mutual benefit
	We continue to develop partnership working practices with:
	• Locality - wider social issues/ safeguarding/ NEET
	• Trust - staff development and quality assurance
	• Mental Health/Well being – working with partners to support staff/students mental health through a variety of projects
	• Work Force Reform (Flexible Working Project) – working with identified partners to pilot flexible working projects
	• Police – working with ex police officers to provide prompt impact/ support/ intervention
	• Teaching School Alliance - staff development (NPQ M/S/QL)
	• Primary schools – increasing number of applications
	• Extra-curricular events - Grafham Water, Business mentors, Arkwright, Villiers Park, Duke of Edinburgh, National Citizens Service, Combined Cadet Force in conjunction with Kimbolton private school
	• CEIAG – The Skills Service, NEACO, Hogan Lovells
		• Measure the impact of the redeployment of staff to these primary schools
		   - Pastoral (SSM/ Family Worker)
		   - Teachers – Science and French
		SPS staff have supported:
		• Delivery of Music - Melbourn
		• Two whole school peer reviews
		• HoDs leading curriculum groups across the Trust
		• School Business Manager leading upon the implementation of GDPR
		• SPS hosting an SLT placement
		• Supporting LA SEMH/AP steering groups
		• Working with the Oxmoor action group

	• There is a joint Governing Body for St Peter's and Thongsley Fields. This is ensuring that a developing joint curricular provision is emerging along with cost saving measures
	• ITT provision – Bedfordshire/Cambridge/Cambridge Partnerships/CTSN/ NowTeach/SEP
		• Staff have been allocated time within their allocation to support cross phase working:
		   – CPD e.g. Science/History
		   – Pastoral support
		   – SENDCo support
		   – Premises management
		   – HR support

	Next steps • Increase of work with external organisations e.g. Centre 33 regarding Young Carers (SIP ref E8)	
The international principle (TP5) **SIP ref L3e, E9** The curriculum inside and outside the	• Close working relationships with the twinning association facilitating visits to European destinations • Celebration of diversity amongst our own staff/ student population	• International Award Foundation level achieved

classroom must have a clear international dimension	• Increased MFL staffing supports a broader curricular delivery of French	• French delivered by SPS staff in one primary school
	Next steps	• All KS3 students are taught French in each of years 7, 8 and 9 • We have the capacity to deliver French to 75% of KS4 students

The Broad Education principle (TP6) SIP ref L3g, L3k, A6, E3b, E6
 	
 Education in all of our schools will be broadly based. The Arts, Sport, Physical Education and technological Education will be provided. The well-being and personal development of every Student is core to all educational provision.
	- Personal Development (PD) (inc Healthy Schools)
	 - Religious Education
	 - Careers Education, Information and Guidance (CEIAG)
	 - Spiritual, Moral, Social, Cultural (SMSC)
	 - STRIVE – additional capacity added to the team
	   - contact hours increased
	   - PD/careers contact increased provision
	  - STRIVE – curriculum developed to overtly include:
	 • Personal Development
	 • RE
	 • Computer Science	

	Next steps • Enhance curriculum provision KS3-5 (including Post 16 enrichment afternoon) (SIP ref L3g)	• Monitor the effectiveness of the revised RE/PD arrangements/ delivery

Cam Academy Trust Key Priorities 2022 - 23		
CAT Principle	Priorities for all academies	Associated whole-trust priorities
The excellence principle. Education must be of the very highest standard.	To ensure excellent outcomes in all subjects across the curriculum in key stages 1-4. To strengthen KS1 and KS2 progress further so it moves towards being clearly above the national average. To ensure that coherent post-16 collaboration promotes increasingly outstanding outcomes at KS5. To confirm targets for excellent progress for all cohorts, even where baseline normal baseline data is absent. To evaluate outcomes from the reintroduction of national assessments in 2022, and respond to any emerging trends. To ensure that pupil attendance is better than the national average in each academy, so all pupils can consistently benefit from excellent educational provision. To address persistent absence effectively in every academy. To ensure that pupil behaviour is strongly positive in each academy and supports excellent education.	Consolidate subject directorship across the trust, including within the primary curriculum, PE, Maths, English and other national curriculum subjects. Review the organisation of sixth-form provision across our academies, in the light of imminent sixth form provision at CamVC. Embed the Trust school improvement fund as a mechanism for promoting and sustaining excellence across all academies. Evaluate the impact of lockdown on the behaviour of pupils. Ensure that best practice is shared across schools so that there is a robust response when behaviour weakens. Ensure evaluation of attendance and behaviour regularly form a central part of our quality assurance processes and reporting to the Standards and Curriculum Committee.
The comprehensive principle. Education must be for all kinds and abilities.	To continue to raise achievement for all disadvantaged pupils across the trust, particularly given the impact of lockdown on disadvantaged pupils. To close further the gap between the performance of boys and the performance of girls in schools across the trust. To ensure that high prior attaining pupils make the progress they should in all subject areas in Trust schools. To confirm and consolidate catch-up strategies, including the use of school-led tutoring funds. To ensure that the equality and diversity policy is monitored, evaluated and any implications responded to.	Embed coherent trust-wide systems for quality assurance of performance data and safeguarding, ensuring that improving the achievement of disadvantaged pupils is a clear dimension of every element of educational strategy. Ensure that our monitoring an analysis of pupil performance data analyses the progress made by all significant groups. Support the effective monitoring, analysis and evaluation of the impact of lockdown on pupil groups across the Trust. Evaluate what we have learned about best practice approaches to effective pupil 'catch-up' after lockdown. To ensure that systems for monitoring AP provision are robust and comprehensive.

	To ensure that robust safeguarding processes make have due regard for sexual harassment and peer-on-peer abuse. To ensure that all pupils in alternative provision are subject to the highest standards of safeguarding and quality of education. To ensure that reading lies at the heart of the curriculum in all our schools. To continue to implement the Trust IT strategy as a mechanism for accelerating the progress of all pupils while closing the gaps in performance between disadvantaged pupils and their non-disadvantaged peers. To support improved communication and networking through Teams. To strengthen school-led ICT CPD. To ensure that pupils who have SEND make the strongest possible progress. Ensure that SEND spending is understood and evaluated. To ensure that SEND provision is a fundamental of curriculum planning in all schools in all subjects. To embed consistent systems for provision mapping in all academies,e.g. through Edukey.	To strengthen leadership in safeguarding through the creation of a directorship in this area. To develop clear, coherent systems for teaching phonics to all pupils who are at any stage of reading. To ensure that we use what we know about the reading ability of all pupils to ensure that access to the curriculum is maximised. Ensure the Trust IT strategy continues to extend the 1:1 device scheme across the Trust. Ensure that learning about effective digital learning gained over lockdown is retained and implemented more widely. Embed the revised leadership structure for CPD across the Trust. Increase the centrality of SENCOs in curriculum planning. Consolidate Cabin provision across all relevant schools, including new facilities at MVC. Explore models of virtual learning for some Cabin pupils.
The community principle. Every Academy must be at the heart of its local community and serve it well.	To provide additional capacity to ensure effective schooling for all pupils in the catchment areas of trust schools and to accommodate growth in Academies where relevant. To ensure increasingly effective partnership between primary and secondary providers in the communities served by Trust academies.	Plan for the further expansion of capacity within our academies, including sixth-from provision at CamVC. Embed robust processes of due diligence to inform decision making about potential academies joining the Trust. Ensure that the Trust responds appropriately to changes proposed in the recent White Paper, particularly around the

| | | position of MATs. To evaluate, clarify and strengthen our offer to other academies who may be looking to join a MAT such as CAT.

Develop associate membership as a mechanism for widening the family of schools connected to the Trust.

Investigate further how the 'hub' model of provision could strengthen the Trust, including through the extension of its current geographical reach.

Strengthen the impact of the West Village Partnership. |
|---|---|---|
| | To ensure that all academies further strengthen processes for monitoring and promoting staff well-being and workload.

To ensure all academies strengthen communication with parents as a two-way process in order to maximise parental engagement. | Embed use of Trust-wide surveys and their results to ensure a clear picture of provision and impact is developed.

Ensure that environmental and sustainability impact of Trust working are a dimension in all Trust decision making. |
| The partnership principle. Each Academy must seek to work positively in partnership with others for mutual benefit. | To strengthen further leadership at all levels, including governance, by sharpening systems and structures which support cross-trust working.

To ensure academies construct an appropriate clear line of sight between Trust and academy registers. | Develop central trust staffing so it is appropriate for a growing organisation which can successfully deliver Trust priorities. Ensure appropriate staffing is in place for 2022-23.

Ensure that routine processes for updating the Trust risk register are embedded to ensure that risk is mitigated more effectively.

Develop effective processes for evaluating the quality of Trust level and local governance.

Develop partnership working with the Saffron Trust, as a mechanism for strengthening our Trust Level quality assurance processes |
| | To develop a coherent trust-wide CPD offer, including leadership development, raising further standards of teaching and learning in all our academies.

To embed the principles of the Early Careers Framework into each school's CPD offer. | Strengthen links between each LGB and the central Trust Board, including ensuring effective processes for sharing information.

Embed the role of designated safeguarding, SEND, PP and LAC Trustees within our policies and processes. |

	To ensure that our IT systems are as secure as possible, including from the increasing threat of cyber- attack.	Develop further the role of school leaders within Trust initiatives.
	To evaluate the workload implications of all initiatives and changes.	Establish clear communication with staff to understand staff perceptions of workload and act accordingly.
	To support new Heads and senior leaders effectively, particularly in the primary phase.	
	To ensure that support staff across the Trust feel the same sense of value and support as teaching staff.	Ensure that mechanisms for CPD and career development are as clear for support staff as teachers.
The international principle. The curriculum inside and outside the classroom must have a clear international dimension.	To exploit and extend existing international partnerships for the benefit of all academies in the trust to help them achieve the British Council Award	Support all academies towards accreditation of the British Council International School Award
	To provide excellent languages education in every academy, clearly confirmed in each academy's curriculum.3)	Ensure appropriate curriculum planning for Languages in the curriculum of each academy.
	To ensure that all KS2 languages teachers have accessed CPD to support excellent KS2 language learning.	Ensure that all secondary academies can articulate their intended contribution to meeting the government's stated aspiration for MFL take-up at KS4.
	To ensure that all academies work with their receiving/sending schools to ensure that KS3 curricula know and build on the KS2 languages teaching in feeder schools.	Develop greater coherence in KS2-3 MFL progression for all pupils.
	To ensure that the international dimension is planned into a wide range of curriculum subject areas.	
The broad education principle. Education should be broadly based and not too narrowly focussed.	To ensure that pupils receive their entitlement of a NC curriculum which is at least as broad and ambitious as the national curriculum in all NC subjects, including at KS4.	Embed KS4 delivery of PSHE, computer science and RE and ensure that the curriculum is planned, delivered and assessed appropriately.
		Ensure that the new statutory RSE curriculum is firmly embedded.
		Ensure the CATalogue continues to develop as a fundamental mechanism for disseminating strong practice in all curriculum areas.
	To ensure that our primary curriculum is well-planned and coherent in core and non-core subjects.	Ensure that the reviewed and revised curriculum is firmly embedded in every primary schools, and mechanisms for reviewing, revising each school's curriculum are in place, including through the sharing of strong practice.
	To ensure that all schools can articulate their programme for character development.	

		Embed strong links between personal development and physical education for the benefit of all pupils.
	To ensure that all pupils experience high quality personal development in all our academies.	Ensure every academy has reviewed and evaluated its extra-curricular offer and can articulate its rationale. Enhance the extra-curricular offer at each academy as a result.
	To ensure clear planned, coherence between the taught curriculum and extra-curricular enrichment.	Ensure appropriate leadership and training is provided about positive mental health at all levels with the Trust.
	To develop provision for positive mental health in all of our academies. To ensure that the well-being and mental health framework is applied.	Ensure that positive mental health and well-being are embedded within our personal development curriculums.
	To ensure that schools evaluate and strengthen the position of education for environmental and sustainability education across their curriculum offer.	Ensure that obvious inequalities in facilities across sites are addressed, so that all pupils have an equal access to excellent education across all areas of the curriculum.

School Improvement Plan 2021/22										
LEARN										
Target	**Actions**	**Monitoring Point**						**Monitoring Notes**	**Who**	**Cost £**	**Outcomes**

Target	**Actions**	12 Dec		20 March		14 July		**Monitoring Notes**	**Who**	**Cost £**	**Outcomes**
		Actual	Target	Actual	Target	Actual	Target				
L1 **Progress (7-11)** Progress of identified sub groups to be improved to be at least in line with national standards (Trust Principle 1 and 2)	All schemes of work revised to include: − HPA Literacy development − Numeracy Vocational (September 2022 focus) − New specifications − HPA focused differentiated down − Clear per lesson breakdown − Tailored to context of students opting for qualification − overview/resources/knowledge organiser − Example exam questions								EB		Students achieve target grades
	Disadvantaged (boys) Aspire students identified - mentoring Staff training (NPQSL/Future Leaders/Leadership) Pastoral team supporting primary phase (transition/EHA) Nurture provision expanded into KS4 National tutoring programme for identified students Ensure all KS5 students have IT access as appropriate Link Governor develops links with PP Governor in other schools		✓ ✓						AD		
	Year 7										
	Year 8										
	Year 9										
	Year 10										
	Year 11										
	High Prior Attaining (all)								AD		
	Year 7										
	Year 8										
	Year 9										
	Year 10										
	Year 11										

L2 **Value Added (12-13)** Attainment of Disadvantaged students to be improved to be at least in line with national standards (VA=0) (Trust Principle 1 and 2)	Disadvantaged (Academic) (all students)	Year 13	30 31						AM		Students achieve target grades
	Disadvantaged (General Applied) (All students)	Year 13	34 35.7						AM		
L3 **Curriculum** Maximise the potential of our Year 11 students through narrowing the progress gap between	External Pupil premium review conducted to support the evaluation of the school's approach to instigating changes to the provision for disadvantaged students CAT supporting reviews (curriculum leads) Interventions delivered in – Lesson time – Tutor time – After school		✓ ✓ ✓						AD		Gap in progress 8 figure between St Peter's Disadvantaged and national other to decrease by at least 0.5 per element Disadvantaged Progress 8 All 0.0 Boys -0.3

a) Disadvantaged/ other students
 	
- whole school
- specified in English, Maths and Science for all year groups
(Trust principle 1)
	Monitoring by:
	– Learning visits, work scrutiny, student voice, assessments, weekly meeting between identified HoD English/Maths
	– Focus of all line management meetings
	– Additional resources deployed
	  o PP specific parents evening
	  o More in depth CEIAG
									AD		Other
											Progress 8
											All +0.2
											
											High Prior Attaining >+0.1

b) Disadvantaged (Trust principle 2)	Focus on disadvantaged boys: Individual Student profiles written/ASPIRE students identified/interviewed CAT supporting attainment of boys whole school Gap in Year 11 Attainment 8 to be broadly in line with the national (-1.0)								AD		Students achieve target grades
	Overall		4.0						AD		
	English		4.2						AD		
	Maths		3.9						AD		
	EBacc		4.0						AD		
	Open		3.9						AD		
c) High Prior Attaining (Trust principle 2)	CAT supporting Attainment of HPA in English/Mastery maths								AD		Students achieve target grades
	Overall		7.1						AD		
	English		6.7						AD		
	Maths		7.2						AD		
	EBacc		7.3						AD		
	Open		7.0						AD		

d) **MFL** provision to be enhanced (Trust Principle 5)	Develop the coherence of the KS2-3 MFL progress Trust MFL Lead to support	✓						JEB		Progress made towards 90% student studying the Ebacc
	Effectively work towards 75% of Year 10 students studying the Ebacc by 2022 and 90% by 2025							JEB		
								JEB		
	Identify where the academic curriculum develops students 'international' awareness									
e) **Curriculum review** (KS2-5) to be completed (Trust Principle 6)	To work with Trust Education Director and school representatives All subjects KS3 assessment routines – use of HoYs To include: Literacy development Planning for SEND students	✓ ✓						EB		Effective cross phase work
f) **Curriculum development in identified areas (across years 7-13)** (Trust Principle 6)	- Personal Development (PD) (inc Healthy Schools) - Relationships and Sex Education (RSE) - Careers Education, Information and Guidance (CEIAG) - Religious Education RE - Spiritual, Moral, Social, Cultural (SMSC) - KS4 Develop the additional provision required to meet the Computer Science aspect of the National Curriculum - Added to Science - STRIVE – additional capacity added to the team - contact hours increased - curriculum developed to overtly include • Personal development • RE • Computer Science - Tutor time PD activities							JEB JEB AM JEB EB		Curriculum meets statutory and needs of our students
g) **High Prior Attaining** student curriculum programme developed (Trust principle 2)	Year 10/11 HPA (Exceed) curriculum developing for September 2022/23							AD		
	Stretch and Challenge (KS3) PA3 use ASPIRE support plan Careers Learning outside of the classroom Incorporate an online learning element	✓ ✓ ✓ ✓ ✓		✓						

h) **Children in need of help and protection (Vulnerable learners)** progress tracked/ with intervention to improve outcomes	Subject specific targets entered into Edukey Tracked as a separate cohort	✓	✓		✓					EB	Progress to improve between Year 11 mocks/actual outcomes
i) Develop our cross phase working relationships (Trust principle 1)	Reinforce successful cross phase work • Curriculum Science/French/ PE (appropriate staff employed) • Pastoral – Student Support Manager/ Pastoral worker (EHA writing)/ Extra curricular									CB CB	
j) Develop our post 16 collaboration (Trust principle 1)	To develop a meaningful Trust wide collaboration Computer Studies • Geography • Identify further subjects for collaboration • Extra curricular									AM	
k) Broaden students experience beyond the classroom (Trust principle 6)	Develop a SPS Pathway • Resource need identified				✓			May Tents ordered for Yr 7		AD	
	Embed new TLRs: HPA Lead Learning outside the classroom one activity planned per half term for year 7 LAE Lead curriculum planned, delivered, reviewed THRIVE reviewed and amended Every Faculty to run an extra curricular activity per year		✓		✓ ✓						
l) Develop the THRIVE curriculum	Staffing structure amended Identify students Activities planned Monitoring process confirmed Include Therapeutic activities		✓							MG	
j) Develop EAL provision	Implement support programmes for language acquisition for new English learners		✓					-		JK	All new English learners receive greater support
L4 Subjects whose examination outcomes were relatively negative compared to the school average to receive additional	Subjects identified: • Key students identified • Individual Student Profiles written (ASPIRE students) - Boys - Disadvantaged HPA									SLT	

support focussing upon Year 11 and Year 13 students	• Staffing appropriately deployed CAT colleagues/ Teaching School Alliance will support as appropriate KS4: Grade 4+ projected/target PE (OCR) Geography (GCSE) Product Design (GCSE) Maths (GCSE) History (GCSE) Drama (GCSE) Business Studies (OCR) Trilogy Science (GCSE) KS5: projected/target value added difference Applied Science Biology History Maths Physics Psychology Sociology Business Studies											
	Actions being taken: Schemes of Work re written Student impact reports from September	✓						HoFs				
L5 95% of lessons to result in students making at least expected progress	Quality of teaching and learning Outstanding Good Requires Improvement Inadequate	95 20 75 5						EB				
	Good or better Post 16 teaching	90						EB				
	Science							EB				
	Maths Business Studies Geography Music Food Technology Drama History							EB				

L6 Literacy is a focus for the school to support students ability to learn independently	Monitored through learning walks and work scrutiny • HPA/Post 16 • Suitability of text books • EAP provision • Training of staff (decoding)											Literacy catch up	Students to reach their chronological reading age
	SoW written to include academic challenge Students achieve chronological reading age Year 7 Year 8 Year 9 Year 10 Year 11 Consideration given to: Training whole staff – synthetic phonics	✓											

School Improvement Plan 2021/22										
ASPIRE										
Target	**Actions**						**Monitoring notes**	**Who**	**Cost £**	**Outcomes**
		12 Dec		20 March		14 July				
		Actual	Target	Actual	Target	Actual	Target			
A1 Develop the skills of Middle leaders to enable them to be able to identify, plan, action and evaluate whole school priorities for development through a quality assurance cycle developmental priorities, supported by internal/external partners (Trust principle 4)	Middle Leaders, working with CAT colleagues, lead the reviews of their subject areas: Framework to demonstrate student/ departmental progress against set targets to include: Succession planning Leadership development/NPQs being studied Quality assurance with CAT colleagues	✓ ✓ ✓	100				✓ ✓		JEB CB JEB JEB	Cost from dept budgets	Middle leaders to be graded 60% exceeding expectations 100% meeting expectations (July 2020) The recommendations made from focused reviews lead to specific action plans with sources of support delivered. This leads to an increase in the number of students making progress.
	Middle leaders to receive training through CAT support in the expectations of the Ofsted inspection framework: • Lesson visits • Schemes of Work (7-13) reviewed • Articulation of their curriculums • Faculty structure review with focus on: - PE/French	✓							JEB		Staff to take ownership of their own CPD
	Develop a CPD programme for leaders (Associate/teaching)	✓							RB		All leaders receive appropriate CPD to become 100% effective
A2 Three year finance and premises plan updated for 2024/2025 (Trust principle 3)	Three year plans maintained for Finance Premises CAT support incorporated into planning External sources of finance sought • SCA • Charitable donations • Bids for identified activities • Plan with the Trust/LA – development of our facilities to address increased roll								CD CD	-	Maintenance of accurate financial planning resulting in a 3 year plan being completed

Ref	Activity									Lead		Success Criteria
A3 Review impact of the tracking procedures to ensure projections are +/- 5% of actual outcomes	Progress reports for all years Disadvantaged students tracked by HoY		✓ ✓							EB		Commonality in assessment procedures for all depts
A4 Review and amend the process for setting and monitoring the academic targets and personal goals given to LAC, SEND, vulnerable and 'K' students (Trust principle 2)	Establish revised process for identifying academic targets using GFS/schools assessment process Revise the assessment policy LAC students Disadvantaged Post 16 cause concern students Vulnerable		✓							EB EB AM		All LAC, SEND and 'K' students have targets which are monitored/amended every half term Year 12 assessment rigorously tracked in line with the monitoring calendar
A5 Tutor time to be used effectively	Pastoral CPD (inc. coaching) Tutors trained to deliver PD/SMSC/ British values/daily activities as appropriate		✓ ✓							JEB		95% of tutor time to be at least effective
	Tutor sessions meeting our expectations									MG		
	Year 11		95									
	Year 10		8									
	Year 9		8									
	Year 8		8									
	Year 7	6	9									
A6 Develop leadership opportunities for students to enhance their position as role models for younger students (Trust Principle 6)	Student Leadership team planned for then implemented with calendar of activities published • Student leadership team (AM) • Kick Ash (JEB) • CCF (AD) (SR) • D of E (AD) • NCS (AD) (AM) • CHATBAR (AM) • Year 6/7 Transition (JM) • Sports Leaders (AD)									AM JEB AD SQR JR JM		Students further develop such skills as organisational, communication and resilience
A7 To lead in the development of Trust ICT strategy to enhance student progress (within identified sub groups of students) (Trust principle 2)	CAT support with developing IT infrastructure/ working practices Exceed curriculum to incorporate an online element Teams to support the STRIVE curriculum delivery									AD		Progress of identified students ensured due to broad range of engaging activities

			90		90				EB		90% of students to know
A8 To maximise their potential, all students to know their target grades and the next steps required to achieve that grade (Trust principle 1)	Each faculty to instigate own processes for ensuring students know their target grade and next learning steps English Maths Science Humanities Creative Design Personal Development								JEB		their target grade and next steps in their learning

School Improvement Plan 2021/22											
EXCEED											
Target	**Actions**						**Monitoring Notes**	**When**	**Who**	**Cost £**	**Outcomes**
		12 Dec		20 March		14 July					
		Actual	Target	Actual	Target	Actual	Target				
E1 **Safeguarding** Implement learning from latest government/regulations/examples of best practice to ensure safeguarding practices and impact is exemplary (Trust principle 2)	Safeguarding structure reviewed with any recruitment completed Focus on developing the reporting of: • Bullying • Sexual harassment • Peer-on-peer abuse Increased staffing supported to become effective									AM		Safeguarding to be an outstanding feature of St Peter's School
E2 Increased parental engagement by 10% (Trust principle 3)	Participation at parents evening - Tutor (Parents of disadvantaged students in brackets) Parents receive individualised invites									MG		Increased performance (attainment and progress) of students whose parents now engage with the school – lower absence rate
	7						85 (75)			AC		
	8		85 (75)		85 (75)					KJ		
	9		85 (75)							LL		
	10				85 (75)					LC		
	11		85 (75)							HXB		
	12				85 (75)					AB		
	13				85 (75)					AB		
	Response to questionnaires (%)		60							JEB		
	Monitor annual daily contact with parents	679	800							JEB		

E3 **Resilience** a) Improve behaviour for learning by supporting students to develop their resilience (Trust principle 2)	Implement further strategies to enhance students resilience/ well-being (Years 7-13)										MG JEB		A reduction in the number of suspensions, isolations, bullying, racial incidents, lateness and absence
	Tutor time		✓										
	Pastoral support		✓										
	Personal Development		✓										
	Students involved in: Clubs							Breakfast (104)					
	Disadvantaged		30										
	PE												
	Disadvantaged	44	30										
	Number of days of :												
	Suspensions		20								MG	-	
	Disadvantaged in ()		(10)										
	Disadvantaged Boys		(8)										
	Isolations					900					MG	-	
	Disadvantaged					550							
	Bullying incidents										MG	-	
	Racial												
	Homophobic												
	Sexual												
	Student voice – bullying is effectively dealt with (87% nationally) 46% nationally state being bullied NSPCC Sept 2020		100								MG		
	Lateness to school		1%								MG	-	
	Student voice – low level disruption in lesson		5%								MG	-	
	Incidents of low level disruption					12000					MG		
b) **Mental health** To provide training to support the mental health of the members of our school community (Trust principle 3/6)	Additional resources to be provided: Mental Health champions (staff) Trained/Highlighted (staff) CAT support incorporated into planning Enhance pastoral support: • Mental health training for all staff • Amend PD curriculum • Extra curricular events • Student mental health champions • Supporting primary school EHA/EHCP applications Introduce a well being staff group										AM JEB AD AM MG AM RB		
E4	Persistent absence to decrease (%) (disadvantaged in brackets)		10.5 (8)								MG		Persistent absence 11.0%

Attendance to be 96% for Y7 -13 (Trust principle 1)	Attendance of students Disadvantaged Persistent absence to be tracked monthly		✓	95 90				26th May	MG	
	Early intervention with students who are or at risk of becoming PA-procedures externally checked. Focus on EHA writing	✓	✓		✓				MG	20/26 referrals accepted
	Raise profile of "good" attendance in school via tutor time		✓		✓				MG	National average PP 93.2 All 94.8
E5 NEET Year 13 <4% (13at 16-18= 1% (National 3.8 Age 16, 6% Oct 2021) Year 11: National 10% Disadvantaged 3% other 13% white Dis 19% SEND € 38% AP Year 13: Nationally 54% progressed to university Nationally : 25% Disadvantaged progressed to university 64% progress to sustained level 4 destination with 6% NEET	Number of businesses Gatsby benchmark activities achieved (including evaluating the nature and depth of employability skills delivered through the subject curriculum) (e.g. careers information into departmental Schemes of work as appropriate for years 7-13) Year 11 NEET overall Year 13 NEET Progression to university Disadvantaged Benchmark 1 2 3 4 5 6 7 8	 100 100 100 93 100 50 100 62	30 1% 0 60% 60%		 100 100 100 100 100 100 100 100				AM AM	16-18 NEET figure school target is 2% (Performance tables note it as 7%) 64% of all students 64% of disadvantaged progressed to University 71% progressed to a sustained level 4 destination 3% are NEET
E6 Develop extra-curricular provision to ensure all students participate in at least one activity per year (Trust principle 6)	Schedule for the year developed Duke of Edinburgh award promoted to students Bronze Silver Gold % Disadvantaged Bronze students (National 2022 15%) (National target 20%)	 49 26 4 29	 20			60 30 5			AD	All students participate in the programme at least once per year

	Extra curricular (total)		40							
	Disadvantaged		40							
E7 Rewards and recognition reviewed/amended	Student voice – what is a meaningful reward/recognition		90						AD	90% students to be stating they receive sufficient recognition
	Year/department recognition								AD	
	Competitions								AD	
E8 Develop a wider range of effective partnerships (Trust principle 4)	**Primary** Curriculum continuity enhanced in: Science (Hartford/Thongsley) French (Thongsley) PE cross phase employment Pastoral contribution enhanced in Hartford/ Thongsley Year 5 liaison strengthened • Library visits • Music Hub • PE work • Student leaders/HoY to attend parents evenings • Parental liaison enhanced CAT PR person to work with appropriate staff Athene marketing agency to be engaged with								MG	-	By working with organisations within/ outside of the Trust professional contact is maintained to ensure staff have access to high quality unbiased support and advice
	Post 16 Collaborative working arrangements with: • Comberton • Cambourne (2024)		✓		✓				AM	
	External organisations • Town Council (Travel Plan) • Inclusive development (ex police) • Personal Development Programme • Careers programme • PE • Behaviour Hub programme • Problem Solving Group • DfE flexible working project									
E9 SPS to be fully staffed by appropriately qualified personnel	Flexible working Learning from participation in regional project Workload reduction Learning from participation in local project								RB RB	An increase to 95% of teaching that fully meets the 2014 teaching standards

(Trust principle 3)												
	October identification of recruitment requirements for 2022/2023									CB		
	Second year of Early Career Framework (ECF) developed SPS/Trust surveys outcomes acted upon to demonstrate impact									MG CB		
E10 Behaviour Hubs to implement learning from this strategy	Work with appointed school to identify/devise actions: • Action plan written • External organisations working with - Relationship Foundation - Paul Carlile - John Kane									MG		Bring about a positive change in behaviours from: • Parents • Staff (including leaders) • Students