

Data Monitoring: 4.5 Leaders are evaluating Classroom Monitor to ensure the system gives accurate, useful data with regards to pupil progress.

Progress: 4.2 Analysis by Senior Leaders has identified that currently, the majority of pupils make up to 1 point in progress. The aim is to increase the amount of pupils who make over 1 point's progress, over the next academic year.

Curriculum: 1.10 Pupils in Key Stage 4 will complete work related learning.

Communication: 1.24 The school's website is due for evaluation of effectiveness in terms of communication and information. The website will need to change in line with the progress of the MAT.

Evidence: 4.7 Evidence of progress is monitored within Pupil Progress Meetings and work scrutiny carried out by SLT members. Some ELT members also carry out Key Stage work scrutiny. Progress of those pupils who are working below NAP Step 4 will be evidenced within the 7 Areas of Engagement in response to the Rochford Report.

INTRO: The school will be a sponsor for a MAT. The implications for this are changes at senior level which provides an opportunity for Governors to reassess staffing structures.

Welfare: 1.4 Pupils learn about bullying in PSHCE; leaders are planning to embed a dedicated anti-bullying week into the curriculum.

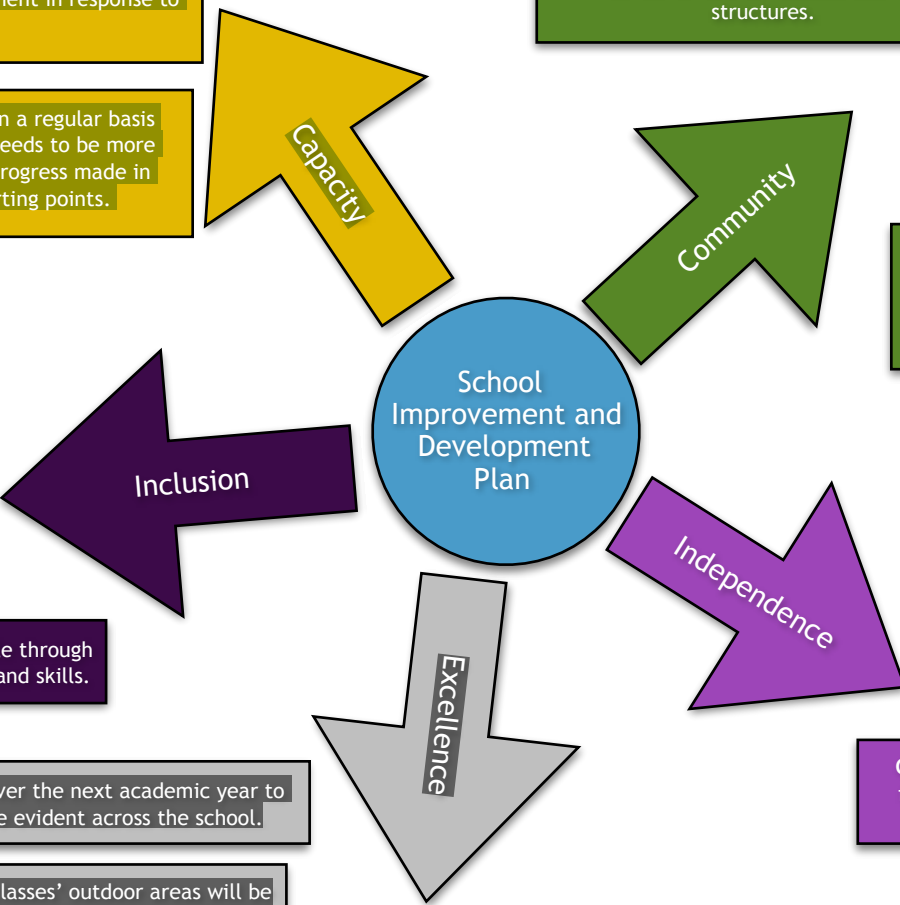
Monitoring: 4.14 Monitoring of pupil progress in reading on a regular basis within Pupil Progress Meetings and data collection points needs to be more consistent to ensure leaders are aware of the amount of progress made in pupils' reading, taking into account their age and starting points.

Parent/Carer Support: 4.20 Parents and carers will be invited to further workshops and coffee mornings where advice, training and guidance can be accessed from visiting professionals and experts.

Communication: 2.10 Training will ensure everybody has access to total communication.

Early Years: 5.5 Early Years has the capacity to include a nursery provision and will collaborate with other nursery providers in the community.

Independent mobility: 2.13 Funding will be secured for independent electronic mobility assessment.



Equality: 2.14 Senior Leadership Team will continue to be vigilant to ensure that opportunities are accessible to all pupils.

Monitoring: 1.16 SLT and ELT observations of lessons taught under the new curriculum will reflect an increase in opportunities for pupil independence.

Wider Community: 2.19 Opportunities will be made available through the MAT for individual pupils to develop particular interests and skills.

Marking and Feedback: 2.5 Pupils will use feedback effectively and independently to reflect on their learning.

Reading: 2.17 The teaching of reading will be evaluated over the next academic year to ensure consistency and opportunities for progression, are evident across the school.

Careers: 3.6 Pupils need access to impartial careers/ future education guidance at transition stages within upper school.

Learning Outside the Classroom: 2.20 Key Stages 1 and 2 classes' outdoor areas will be consistently used as effective learning spaces. Key Stage 3 classes will have access to alternative spaces where learning can take place.

Leadership: 1.14 SLT will ensure the ELT are empowered to effectively monitor and raise standards in their areas of responsibility.

Sixth Form: 6.6 Leaders are developing the idea of Winston's locating to permanent premises and investigating the introduction of e-commerce.

Leadership: 1.15 SLT will ensure the ELT are empowered to quality assure teaching, address areas of concern; underperformance is challenged and monitored for improvement.

Sixth Form: 6.7 Leaders recognise the need to extend opportunities for pupils to learn through activities linked to real life, the world of work and the local community.

Sixth Form: 6.2 Leaders are aware that the most-able pupils are not always extended and challenged when they join the sixth form and have plans in place to ensure that the courses on offer are appropriate and relevant.