

*Our aim - To develop polite, well rounded and resilient young people who, through hard work and determination, make excellent progress.*

<p><b>Develop polite, well rounded and resilient young people</b> (Ofsted: Personal Development and Behaviour &amp; Attitudes)</p>	<ul style="list-style-type: none"> <li>• Introduce <b>new roles for Student Support</b> to ensure student needs are being met (Mental Wellbeing/ SEN/ Behaviour) (PA)</li> <li>• Develop Sixth Form student <b>Mental Wellbeing Champions</b> (PA/CA/WK)</li> <li>• Re-launch <b>PIXL Edge</b> to focus on personal development and resilience (PA/SJC)</li> <li>• Review the <b>interventions</b> offered for PP students who have resilience as a barrier to learning (PY/HTL)</li> <li>• Training and development for new <b>SEN support</b> with appropriate interventions (SI)</li> </ul>
<p><b>...hard work and determination</b> (Ofsted: Quality of Education: Implementation)</p>	<ul style="list-style-type: none"> <li>• To ensure students learn independently through appropriate, and challenging subject specific and literacy <b>homework</b>, particularly in Year 9 (SL)</li> <li>• To ensure students are able to overcome barriers to their own learning using <b>metacognition</b> strategies and <b>motivational</b> strategies (SL)</li> <li>• Develop and implement <b>virtual learning resources</b> for the Inclusion Centre and Brookside (MC/PA/PY)</li> </ul>
<p><b>...excellent progress</b> (Ofsted: Quality of Education: Impact)</p>	<ul style="list-style-type: none"> <li>• Ensure barriers for learning are identified for all PP students and <b>advocates</b> facilitate interventions to overcome these (PY/HTL)</li> <li>• Refine <b>reporting</b> system to ensure parents can monitor the progress their child is making (PY/HTL)</li> <li>• Improve outcomes for our <b>middle ability boys</b> from Year 9 through to Year 11 (MC)</li> <li>• Improve outcomes for our <b>low prior attainment</b> students from Year 9 through to Year 11 (MC)</li> <li>• Review the intent and impact of the <b>Year 9 curriculum</b> (MC)</li> <li>• Develop use of GL <b>SEN assessment</b> Toolkit to enable better targeted provision and develop in-house assessment (SI)</li> <li>• Raise aspirations of the most able students through the <b>Elevate Programme</b> (SI/DX)</li> </ul>
<p><b>Develop leadership at all levels</b> (Ofsted: Leadership and Management)</p>	<ul style="list-style-type: none"> <li>• Strengthen the links between CPD, appraisal objectives, DDPs and the SDP priorities (SM)</li> <li>• Develop a network of leadership coaching within the school to develop our leaders of the future (SL)</li> <li>• Develop the structure of governance to support the school in being 'outstanding' and financially stable (AJ/SM)</li> <li>• Build mutually beneficial partnerships with other schools (SM)</li> </ul>
<p><b>Post 16 provision</b> (Ofsted: Post 16 provision)</p>	<ul style="list-style-type: none"> <li>• Implement the <b>VITA</b> (Sixth Form TA) programme with the new Year 12 cohort (CA/WK)</li> <li>• Improve <b>independent study</b> habits in the Sixth Form through more focused use of directed study periods (RW)</li> <li>• Embed the <b>'1-for-1'</b> philosophy (RW/CA/WK)</li> <li>• Implement <b>ALPS</b> systems for targets and tracking in Sixth Form (RW)</li> <li>• Implement a framework for tutors to review academic progress with tutees using <b>Unifrog</b> (CA/WK/RW)</li> </ul>

**2019 Targets**

**Key Stage 4: Positive Progress 8, Attainment 8 (5.41, C+), Basics - En/Ma 4+ (86%) 5+ (61.1%), EBacc APS 5.12 Key Stage 5: ALPS 4, Average attainment B.**

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	<ul style="list-style-type: none"> <li>• Raise aspirations of the most able students through the <b>Elevate Programme</b> (RW/CA/WK/DX)</li> </ul>
<p><b>Teaching School</b></p>	<ul style="list-style-type: none"> <li>• Spearhead the use of <b>digital video technology</b> so that trainee teachers at South Bromsgrove benefit from <b>evidence-informed</b> and high quality <b>mentoring</b> (TR)</li> <li>• Develop a <b>scholarship</b> scheme so that <b>current</b> and <b>aspiring leaders</b> working in challenging circumstances across the region can access <b>nationally accredited leadership qualifications</b> through the WGLA partnership (TR)</li> <li>• Develop <b>collaborative working</b> with partnership Teaching Schools to <b>build capacity</b> and <b>enhance</b> all aspects of the <b>'Big Three'</b> (ITE, CPD and School to School Support) (TR/SM)</li> </ul>

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