

Bradfields Academy



Excellence & Enjoyment

**Academy Development Plan (Sept. 2017-2020)**

**5<sup>th</sup> Review: June 2019**

**DRAFT**

# Academy Development Plan

2017-2020

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## Academy Development Plan (2017-2020)

### Next Review Date: September 2020

This Academy Development plan [ADP] is being set in response to the conclusion of the prior development plan 2013-2016 which has been fully reviewed to establish progress made and also in response to the Ofsted inspection in March 2017 where the team judged:

Overall Effectiveness	Outstanding [1]
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
16 to 19 study programmes	Outstanding

The ADP has been regularly updated to take account of progression made to date towards the completions of targets. The drive to ensure the academy maintains its outstanding status and continues to improve, stays a core focus of our work. In the period of 2017-2018 the academy was in a period of change with the Guardian Principal taking on the permanent Principal position from September 2017, and a stark change in intake with students at both ends of the spectrum, those who have far lower academic ability and a greater range of complex / challenging needs and those who are more academically able, progressing from Primary Blue Zone or transitioning into the academy in Yr7. In 2017 funding for Outreach from Medway for a 2yr period was secured with the requirement for an expansion of the team, the team has since been expanded to 5 permanent team members. In 2017-18 there was the potential reduction in students allocated by Medway in Y7 and the need to further enhance and expand opportunities for Post 16 transition. In addition, the academy needed to develop its Multi-Academy Trust status either through joining an existing trust or taking on schools to build our own academy trust. In 2018 the GB voted to expand and develop our trust, now established as Fortis Trust.

In 2018 it was agreed with Medway that the academy would increase its PAN to 304 students to reflect the increased need for SEND spaces across Medway. The Supported Internship Programme for Post 16 students has been established for 8 students for 2018-19, with the aim to establish the Programme as a Specialist Post 16 Institution for Sept 2019. The level of complexities of students referred continues to increase in 2018-19. Additionally, the number of LA directed students have also increased. The Leadership team and Governors/Trustees have, therefore, reviewed current progress and in response further updated and reviewed the 2017-2020 Academy Development Plan. It is aimed at addressing these needs to further enhance Bradfields capacity and overall effectiveness as well as further building on current successes. The Leadership team and Governors/Trustees have continued to review current progress and in response in 2018-19 further updated the Academy Development Plan. It is aimed at addressing these needs to further enhance Bradfields capacity and overall effectiveness as well as further building on current successes.

1. Leadership & Management						
Objective <b>1. Establish clear vision and purpose to the next period of our Academy's development</b> SLT are to establish a clear vision and purpose to their collective/individual roles and responsibilities to ensure that ADP tasks impact on standards and improve the quality of Bradfields both as a learning environment for students and a working environment for staff.						
Targets	KPI	Actions	Lead Person	Deadline/ Cost	Monitoring/ Evaluation	RAG
1.1 To 'update' ADP 2013-16 to fit period 2016-19. To share with staff, GB, our students and their parents & carers. Ensure there is collective ownership of the plan.	ADP in place and updated 3 times annually.	1.1.1 To review progress and update document. 1.1.2 Preparation & Contributions; SLT & Teams 1.1.3 Presentations to Staff, GB & P&C.	P (MSL) P (MSL)	July 2017 >Nil cost Sept 2017 >Nil cost	Review of ADP 2013-16 completed & shared with SLT, GB. 3x 2017-18, 2 x 2018-19 completed. Uploaded on Academy website	
1.2 To ensure that the plan builds on the current success of our academy and furthers the principles of 'Excellence & Enjoyment' and 'No ceiling to our Learning'. Ensure that the work can be realised to the benefit of all.	ADP shared with all stakeholders.	1.2.1 To further our previous work [with ADP 2013-16] and ensure ADP epitomises the very best of consultation process and includes references to contributions from whole Academy Community.	P (MSL)	Sept-Nov 2017 >Nil Cost  Sept-July 2019	All stakeholders actively contributed to development of the ADP.	
1.3 To write the ADP which includes maximising the potential for future provision growth; which will also include Multi-Academy Trust Status and the expansion of our provision to develop additional Outreach SEN Specialist expertise within Medway.	Expansion of Outreach provision.  MAT status decided.	1.3.1 To ensure ADP 2017-20 takes account of developments of SEN Provision within Medway and includes progression of Academy to explore Multi-Academy Trust status either as a lead academy or part of an established trust. •Redevelopment of BASA to focus on Post 16 Supported Employment routes •Expansion of Outreach Provision to become a self-sufficient business •Teaching School Status •Potential updates added as required.	P (MSL) & COG (PM) Outreach as a focus for GB T&F. P (MSL)	Jan-Dec 2017 >Nil cost; Sept 2017-July 2018 >Nil Cost  Jan 2017-July 2018 >Nil Cost.	GB MAT working party established and decision made on development of the Fortis Trust. T&F Progress reported regularly to GB Supported Internships in place; SPI application made to open in Sept. 2019. Outreach provision expanded.	
1.4 To revise the leadership structure and associated responsibilities.	Leadership structure revised.	1.4.1 To review the staffing structure to create one Vice Principal role to lead on both academic and pastoral curriculum. 1.4.2 To review allocated responsibilities to APs to support VP and P in new roles. 1.4.3 To ensure all APs, lead their zones with a full understanding of both their academic /pastoral curriculums within their zones. 1.4.4 To create a leadership pay scale with clear bands in line with other academies of similar size to commence from Sept 2017.	P (MSL) & ABM (PJ) P (MSL) P (MSL)  VP (DMW)  P (MSL) & ABM (LAH) & HR	July 2017  July 2017. Dec 2017    May 2017	Structure presented to GB and agreed July 2017. Roles & Responsibilities allocated July 2017. Pay structure approved by GB May 2017. 2018 onwards AP secure in pastoral and curriculum knowledge.	

Additional Target set in 2018-19:						
1.5 To further revise the leadership structure for Sept 2019 and associated responsibilities in preparation for the expansion of the trust.	Leadership structure revised.	1.5.1 To review models of Academy Leadership Structures for Two plus school trusts. 1.5.2 To review allocated Bradfields responsibilities and establish Trust responsibilities. 1.5.3 To ensure the Leadership and Management of Bradfields Academy remains strong and planning for succession is established. 1.5.4 To create a new model leadership structure and ensure the leadership pay scale reflects changes. 1.5.5 To present new model to the GB.	P (MSL) P (MSL) P (MSL) P (MSL) P (MSL)	Oct 2018 May 2019 July 2019 May 2019 June 2019	Academy options for leadership models has been reviewed. Leadership structure/responsibilities now further revised due to increased capacity required for Trust expansion and change to learning communities at SLT, Extended SLT, MLT level and Lead Ta level revised and appointed for April 2019. New structure was presented to GB in April 2019.	
1.6 To conduct due diligence on New Road Primary School and support their transition to joining the trust.	New Road Primary to join Fortis Trust in April 2019.	1.6.1 To research and conduct the full due diligence process. 1.6.1 To embark on legal procedures required. 1.6.3 To support New Road through the academisation process.	P (MSL) & ABM (LAH)	Sept 2018-April 2019	Unfortunately New Road GB decided to withdraw their decision to join and wait until they are considered outstanding. This target is therefore, no longer relevant.	
Objective						
<b>2. Develop Leadership &amp; Management Capacity</b>						
Further the development of Teaching Assistants and Teaching Staff to LTA, MLT and SLT standards through CPD, coaching and placements to ensure future Leadership and Management expertise and potential is prepared from within.						
Targets	KPI	Actions	Lead Person	Deadline/ Cost	Monitoring/ Evaluation	RAG
2.1 To develop further opportunities for current LTAs, Teaching staff, MLT & SLT post holders to lead on projects and initiatives implicit in ADP as preparation for potential future L&M positions.	Opportunities for Teaching staff, MLT & SLT Leading on whole academy projects.  UPS leading CPD sessions.	2.1.1 To establish roles for Teaching staff, MLT & SLT progression: •Curriculum Development •Behaviour & Social Development •Accreditation •Coaching •Project Management •Academy Change Management  2.1.2 To ensure UPS teachers impact on academy CPD through: • taking a greater role in impacting on whole academy projects • coaching and mentoring TAs • coaching and mentoring MPS Teachers	VP (DMW) VP (DMW) P (MSL) & cost subject to individual awards. VP (DMW) P (MSL)  AP (FB) AP (NZ)	Ongoing Ongoing See Appendix  Ongoing  Sept 2018-2020	Evidence in Subject Dept. / SLT Minutes Evidenced in sharing of best practice via CPD workshops. Evidenced in PFM documents / Subject Dept./SLT minutes. All staff to have a personalised programme of CPD opportunities in addition to whole academy CPD requirements. Opportunities created (April 2019) for staff to take on new roles and responsibilities. Secured History QM, and LPPA March 2018.	



expertise with colleagues further afield to support students who have special educational needs and/or disabilities in the wider community through outreach and other means.	Outreach.	2.4.2 To identify staff strengths and expertise to enable sharing of best practice both within and beyond Bradfields.	AP (DMW)	Sept 2017-20	Full audit of staff skills established. Staff leading internal workshops/ coaching. 3 SLE's delivering sessions beyond academy. Outreach now supporting over 70 schools.	
2.5 To gain recognition for quality of CPD delivery and work towards gaining Teaching School Status.	CPD delivery professional accredited.	2.5.1 To gain recognition of CPD provision by the CPD Certification Service. 2.5.2 To gain the Teaching School Status by 2020. Once the following criteria have been evidenced: •P to have 3 years' headship experience •to secure and provide evidence of successful partnerships. •to continue to show excellent leadership with a proven track record of school improvement •have a leadership team with the capacity to lead the core areas of the teaching school.	P (MSL)	July 2020 July 2020	All CPD recognised internally through certifications. Leadership team capacity now increased for Sept. 2019. Teaching School status to be gained in 2021.	
2.6 To review and revise the existing induction programme to develop a comprehensive programme for new staff to enable staff to settle quickly and become active members of the community.	Revised Staff Induction programme	2.6.1 To identify strengths of current programme and areas for development. 2.6.2 To develop a specific induction programme for Teaching Assistants. 2.6.3 To ensure all new members of staff are assigned mentors and structured formal meetings are held to review and support progress. 2.6.4 To ensure all Middle Leaders have an active role in the programme and any issues are shared with APs. 2.6.5 To ensure there are regular reviews of progress made in their first two weeks, 1 month, 3months, 6 months and 12 months.	ABM (LAH) AP (NZ) ABM (LAH) & VP (DMW) VP (DMW) ABM (LAH) & VP (DMW)	July 2018 Dec 2018 July 2018 July 2017 July 2017	Induction programme for all staff in the process of being reviewed. TA Handbook being developed. 2019 Induction policy and handbooks being updated and now <a href="#">need implementation in September 2019.</a>	
Objective						
<b>3. Establish consistent standards in Academy Governance</b>						
Further the development of standards achieved in Academy Governance to ensure the very highest quality of support and challenge to academy leadership and management.						
Targets	KPI	Actions	Lead Person / Deadline/ Cost	Team	Monitoring/ Evaluation	RAG
3.1 To further refine and implement the Task & Finish monitoring role of the Governing Body.	T&F process refined and updated.	3.1.1 To further the well-established programme of Task and Finish activities for each of GB Committees:	P (MSL) & COG (PM)	Sept-July each year 2017-20 > Nil cost	Evidence of 'best value' established by GB Committee Meeting minutes. GB 'Task &	

		<ul style="list-style-type: none"> <li>•Curriculum &amp; Student Needs</li> <li>•Finance, Staffing &amp; Buildings</li> </ul> <p>So there are &gt;4 per annum monitoring standards within the academy. 3.1.2 To support GB members with methodology of Task &amp; Finish through the creation of templates to focus monitoring and report writing.</p>	P (MSL)	Sept 2017> Nil cost	<p>Finish' reports – monitoring annually. Impact progress has been reported to GB &amp; in SED. New templates have increased the level of challenge.</p> <p>All reports completed and presented in full throughout 2017-18, evidenced in GB minutes/ report documents. 2018-19 T&amp;F projects further refined and focused to ensure measurement of impact. To date 2 report updates provided to GB.</p>
3.2 To ensure Governing Body has a strategic oversight and is actively engaged in appropriate challenge and support in their meetings.	GB able to strategically challenge	<p>3.2.1 To provide GB with full briefings of Academy Provision and standards being achieved.</p> <ul style="list-style-type: none"> <li>• Curriculum Updates x3pa</li> <li>• Pastoral Provision Updates x3pa</li> <li>• AED (SEF) Update x2pa</li> <li>• SDP Progress Update x2pa</li> <li>• Budget monitoring updates x 3 pa</li> </ul> <p>3.2.2 To develop confidence and expertise in GB members to support and challenge. 3.2.4 To ensure GB Committee &amp; Full GB Meetings both reference and record all support and challenge. 3.2.5 To raise the profile of the GB with staff and students across the academy.</p>	<p>VP (DMW)</p> <p>P (MSL) P (MSL) ABM (LAH) P (MSL)</p> <p>COG (PM)</p> <p>P (MSL)</p>	<p>Sept-July each year 2017-20 &gt; Nil cost</p> <p>Ongoing 2017-20&gt; Nil cost</p>	<p>Evidence in GB minutes.</p> <p>Impact progress to be reported in reports to GB. Members of the GB have been present at a greater number of academy events.</p> <p>GB training sessions introduced in 2018-19.</p>
3.3 To ensure succession planning successfully maintains and further improves upon the standard and quality of our currently outstanding [1] Governance.	<p>Clear GB roles.</p> <p>GB to attend regular training.</p>	<p>3.3.1 To ensure skills matrix of GB identifies breadth of expertise and gaps requiring appointments. 3.3.2 To recruit a Vice Governor and an additional non-staff governor. 2.3.3 To recruit a Governor to oversee the GB CPD and a Governor to have a strategic lead for Parental Engagement. 3.3.3 To ensure all governors attend initial training programme on strategic leadership. 3.3.4 To ensure GB access INSET and employ practices in their governance role.</p>	<p>GB</p> <p>COG (PM)</p> <p>COG (PM)</p> <p>COG (PM)</p> <p>COG (PM)</p>	<p>Ongoing 2017-20&gt; Nil cost</p> <p>Oct 2017&gt; Nil cost</p> <p>Nov 2017 &gt; Nil Cost</p> <p>Ongoing 2017-20&gt; Nil cost</p>	<p>Skills matrix completed and new appointments to board made.</p> <p>VC in place.</p> <p>Ongoing training (mainly online) evident and GB confidence in own leadership continues to develop.</p> <p>2018-19 new GB members recruited due to two members stepping down. Parent Governor also recruited. 2018-19 2018-19 GB training sessions in</p>

					place and further sessions to be accessed through DFE Governor training package.	
<b>Additional Target set in 2018-19:</b>						
3.4 To develop Governance Structure in preparation for the expansion of Fortis Trust.	Trust Governance Structure established.	3.4.1 To review 'best practice' GB structures for MATs. 3.4.2 To create proposed model of structure. 3.4.3 To establish structure across the trust. 3.4.4 Ensure membership and GB skill set support the development of the trust.	P (MSL) & COG (PM)	Sept-Nov 2018  April 2019 Ongoing	Models of best practice Governance structures identified but cannot be established until the trust grows.	
Objective						
<b>4. To explore and establish Multi-Academy Trust status</b>						
To explore opportunities to either develop Bradfields as its own Multi-Academy Trust or look to join an existing Multi-Academy Trust						
Targets	KPI	Actions	Lead Person / Deadline/ Cost	Team	Monitoring/ Evaluation	RAG
4.1 To establish requirements to become a lead school within a MAT.	Decision made on viability of establishing a MAT.	4.1.1 To establish a MAT working party and ensure the GB are fully informed to be able to make a final decision as to the direction by December 2017. 4.1.2 To explore opportunities for expansion of MAT membership within Medway and potential 'selling points'. 4.1.3 To gain the support of the Regional Schools Commissioner and the LA. 4.1.4 To explore opportunities to join existing MATs, potential benefits and potential drawbacks for Bradfields. 4.1.5 To begin the initial process of due diligence to establish which option is appropriate for the future of the academy.	P (MSL)  P (MSL)  P (MSL)  P (MSL)  P (MSL)	May 2017-July 2018> Nil cost Sept 2016-Sept 2017> Nil cost Sept-Dec 2017>Nil cost  Sept-Dec 2017>Nil cost	Working party reports presented to P & GB. P & GB made final decision on the direction of the academy. Due diligence completed on potential trusts.  Evidence of consultation process.  Decision made by GB.	

2. Quality of Teaching						
Objective: <b>Respond to OFSTED next steps 2017</b>						
1. Maintain and further enhance Quality of Teaching that is consistently Good or Better.						
Targets	KPI	Actions	Lead Person	Deadline/ Cost Team	Monitoring/ Evaluation	RAG
1.1 To ensure all teaching materials and resources are age and stage appropriate especially reading materials.	Teaching Resources appropriate for students age, stage and need.	1.1.1 To review materials used through lesson observations to ensure they are age and stage appropriate. 1.1.2 To provide further training on reading ages to ensure level of language used is appropriate. 1.1.3 To review range and level of teaching materials available and ensure all teaching staff especially within the English department have a full understanding of what is appropriate for each year group / key stage.	VP (DMW) > Subject Leaders SL English (DJG) VP (DMW) > Subject Leaders SL Eng. (DJG)	Sept 2017-20 > Nil cost Oct 2017-20 > Nil cost 2017-20 > Nil cost	Lesson observations / monitoring 2017-to present showed appropriate materials and resources are being used. Subject Department minutes. Full range of resources available. INSET day sessions	
1.2 Develop even greater leadership capacity by sharing expertise more widely across the academy, and in particular between the primary and secondary phase.	Further development of Primary Leadership.	1.2.1 To ensure MLT and aspiring MLT continue to have access to leadership training and appropriate CPD. 1.2.2 To utilise UPS staff to share expertise through coaching and mentoring; leading CPD/Twilight workshops and modelling best practice. 1.2.3 To ensure regular developmental meetings are held between secondary and primary subject leaders. 1.2.4 To support Primary Subject Leader in the development of subject areas in the primary curriculum.	VP (DMW)  VP (FB)  VP (DMW) & AP (NZ)  AP (NZ)	Ongoing Sept 2017-20 Sept 2017-20> Nil cost Ongoing Sept 2017-20> Nil cost Ongoing Sept 2017-20> Nil cost	Evidence in PFM/PRP process. Through CPD sessions and evaluations of impact. Meeting minutes. Student Progress meetings added to the calendar for 2018-19. Primary progress meetings taking place in 2018-19.	
1.3 To provide INSET & CPD to secure a minimum standard of Good [2] and more often Outstanding [1] teaching with SLT/MLT/Teaching staff.	Best practice is developed, enhanced and shared.	1.3.1 To continue to develop opportunities for regular moderation and evidence within subject moderation files. 1.3.2 To develop New members of MLTs skills in identifying secure Monitoring of teaching judgements as Good [2] or Outstanding [1]. 1.3.3 Continue to provide staff with opportunities to observe and share best practice. 1.3.4 Establish best practice and share skills, knowledge and understanding. 1.3.5 Establish Staff Experts in Teaching Styles and Approaches [incl. ASD]. 1.3.6 To ensure PFM targets Good [2] as minimum expectation of teaching standard. 1.3.7 To maintain standard with recruitment of new Teachers & GTP route NQT support. 1.3.6 To evaluate impact of work on standards and determine next steps.	VP (DMW)  VP (DMW)  P (MSL)  VP (DMW)  AP (FB)  P (MSL)  P (MSL) & VP (DMW) VP (DMW)	Ongoing 2017-20 > Nil cost  Ongoing 2017-20 > Nil cost  Ongoing 2017-20 > Nil cost  Ongoing 2017-20 > Recruitment/ training costs as required.  Ongoing	Moderation subject files are beginning to show evidence of the range of steps/ grades. Secure lesson judgements evident in observation detail. Further increase in percentage of outstanding lesson observations. Sharing of best practice by leads through workshops – evaluations detail impact. PFM documents. Teacher Training routes established. 2018-19 new Maths SL and about to recruit new S SL.	

1.4 To provide INSET, CPD & Coaching Support.	CD and Coaching is personalised to individual staff needs / interests.	<p>1.4.1 To continue the annual INSET on Taking Teaching from Good to Outstanding for all Teachers &amp; TAs</p> <p>1.4.2 To provide personalised coaching &amp; CPD on :</p> <ul style="list-style-type: none"> <li>• Teaching &amp; Learning styles</li> <li>• Assessment for Learning</li> <li>• Use of ICT</li> <li>• Using Data to inform Planning</li> <li>• Effective use of TA Support</li> <li>• Development of SoW</li> <li>• Stretch &amp; Challenge for more able in each class</li> <li>• Managing the strain of being observed</li> <li>• Use of Sign-along</li> </ul> <p>1.4.3 To provide ongoing updates on:</p> <ul style="list-style-type: none"> <li>• Bradfields Progress Steps</li> <li>• Marking &amp; feedback</li> </ul> <p>1.4.4 To replicate 1.5.2 with Pastoral Team to ensure Good to Outstanding Tutoring.</p> <p>1.4.5 To evaluate impact of work on standards and determine next steps.</p>	<p>P (MSL)</p> <p>VP (DMW) &amp; AP (FB)</p> <p>VP (DMW)</p> <p>VP (DMW)</p> <p>P (MSL)</p>	<p>Sept 2017-2020</p> <p>2017-20 &gt; Nil cost</p> <p>2017-20 &gt; Nil cost</p> <p>Ongoing Sept 2017-2020</p>	<p>INSET feedback / evaluations evidence impact.</p> <p>Lesson observations have continued to be good to outstanding. Any lessons observed at a lower level have been placed on the RSIP programme.</p> <p>Department Reviews/ Pastoral Reviews reports.</p>	
1.5 To further develop opportunities for staff to share their expertise with colleagues further afield to support students who have special educational needs and/or disabilities in the wider community through outreach and other means.	To identify skills and talents and look for outreach opportunities.	<p>1.5.1 To annually update the staff skills audit to identify strengths.</p> <p>1.5.2 To use the audit and lesson observation evidence to make use of staff strengths in targeting the sharing of best practice internally and externally as required.</p> <p>1.5.3 For MLT to work closely with the Outreach team to look for opportunities to impact on SEND learners beyond Bradfields.</p>	<p>VP (DMW) &amp; AP (FB)</p> <p>VP (DMW)</p> <p>VP (DMW)</p>	<p>Ongoing Sept 2017-20 &gt; Nil cost</p> <p>Ongoing 2017-20 &gt; Nil cost</p>	<p>Comprehensive staff skills audit completed Sept 2017. 2018-19 all staff met with by SLT to discuss skills set. Lesson obs. Excel tracker developed Jan 2018. Outreach reports evidence impact of BSSS team on local schools.</p>	
1.6 To refine and improve the content and quality of reports.	To enhance information sharing with Parents & Carers.	<p>1.6.1 To review existing reports, timing of reports / grade sheets and quality of content.</p> <p>1.6.2 To refine SIMs report template.</p> <p>1.6.3 To ensure regular reporting 3x data sheets and 1x full report.</p> <p>1.6.4 To create curriculum booklets for all key stages providing full detail of the years curriculum topics for all subject areas, thus reducing the need for this detail in reports.</p>	<p>VP (DMW)</p> <p>VP (DMW)</p> <p>VP (DMW)</p>	<p>Oct 2017-July 2018 &gt; Nil cost</p> <p>Oct 2017 &gt; Nil cost</p> <p>VP &gt; Ongoing 2017-20 &gt; Nil cost</p>	<p>Detailed data sheets provided to parents &amp; carers 3x per yr. Written reports no longer being used and focus on fuller feedback at parents evenings. Curriculum booklets revised and in place. Option booklets revised. <a href="#">Next step: Create parent feedback days</a></p>	



3. Curriculum						
Objective						
1. A Curriculum to meet the needs of each learner						
Targets	KPI	Actions	Lead Person	Deadline/ Cost	Monitoring/ Evaluation	RAG
1.1 To further develop the Blue Zone Nurture Group curriculum to ensure appropriate assessment, stretch and challenge is embedded within each personalised curriculum.	To develop comprehensive personalised curriculums to meet the needs of the Nurture group students.	<p>1.1.1 Continue to create a personalised nurturing curriculum for each student identified for the group.</p> <p>1.1.2 To ensure Subject Leaders work closely with the Nurture group team to ensure key subject knowledge, skills and understanding are embedded into the curriculum.</p> <p>1.1.3 To ensure personalised curriculums have sufficient breadth and depth while being supportive of individuals emotional, social and learning needs.</p> <p>1.1.4 To develop appropriate resources and access to sensory experiences.</p> <p>1.1.5 To continue to review progress made.</p>	<p>AP BZ (NZ)</p> <p>AP BZ (NZ)</p>	<p>Sept 2017 –July 2018 &gt; Nil cost</p> <p>Sept 2017-July 2018 &gt; Nil cost</p> <p>Sept 2017-July 2018 &gt; Nil cost</p>	<p>Personalised curriculum in place.</p> <p>Student Progress evident.</p> <p>Nurture group students funded by Medway as a result of accurate provision mapping.</p> <p>Resources in place and continue to be developed.</p> <p>Sensory input / interventions in place.</p> <p>Nurture Curriculum lead recruited.</p> <p>Whole academy curriculum reorganised and redesigned for sept. 2019.</p> <p><a href="#">Next step: Sensory rooms</a></p>	<p>Green</p> <p>Yellow</p>
1.2 To continue development of provision for EYFS to KS2 through a revision of the current curriculum to extend opportunities for personalisation of learning and build in a greater focus on sensory development / targeted engagement sessions.	Revise and refine the EYFS to KS2 Curriculum.	<p>1.2.1 To continue to baseline each student on entry and regularly assess progress for all learners.</p> <p>1.2.2 To further develop curriculum to child's stage of development and individualise the programme.</p> <p>1.2.3 To devise a full programme of tailored enhancement interventions to target learning 'gaps' and sensory needs.</p> <p>1.2.4 To review the learning environment both inside and outside the classroom to ensure opportunities for greater engagement.</p> <p>1.2.5 To develop annual review meetings further to support KS2-KS3 transition.</p> <p>1.2.6 Review Progress regularly.</p>	<p>VP (DMW)</p> <p>VP (DMW) &amp; AP BZ (NZ)</p> <p>VP (DMW) VP (DMW) &amp; AP BZ NZ)</p>	<p>Ongoing &gt; Nil cost</p> <p>Sept 2017-2020 &gt; Nil cost</p> <p>2017-2018 &gt; Nil cost</p> <p>Sept 2017-2018 &gt; Nil cost</p> <p>Ongoing &gt; Nil cost</p> <p>Ongoing &gt; Nil cost</p>	<p>SIMs data is robust and accurate.</p> <p>Personalised programme in place.</p> <p>Enhancement interventions require further development</p> <p>Outdoor Environmental quality further developed.</p> <p>Improved transition reviews.</p> <p>2018-19 new primary outdoor equipment.</p>	<p>Yellow</p>
1.3 To further develop teaching & learning strategies supportive of CLDD needs & learning challenges.	To develop a comprehensive CLDD CPD package for all staff across Bradfields.	<p>1.3.1 To continue to regularly refresh ASD CPD for every Teacher &amp; TA to :</p> <ul style="list-style-type: none"> <li>Promote ASD Awareness through sharing best practice</li> <li>Increase Understanding of Psychology of ASD</li> <li>Develop Strategies for T&amp;L and BATL</li> <li>Develop Team Teach skills as required</li> </ul> <p>1.3.2 To provide additional ASD CPD to BZ staff team on further strategies.</p>	AP BZ	<p>Ongoing &gt; Nil cost</p> <p>Ongoing &gt; Nil cost</p>	<p>PFM annually, monitoring of standards of T&amp;L.</p> <p>INSET day training sessions.</p> <p>Lesson monitoring and data shows student progress over time. Department Review reports.</p> <p>Current CPD focus for Sept 2018-19.</p>	<p>Yellow</p>

		1.3.3 To lead staff in devising strategies to provide greater stretch and challenge to more able ASD students to further increase rates of progress.		Ongoing > Nil cost		
1.4 To develop practical strategies to support life skills curriculum to ensure all students develop their independence for life.	Practical applications of life skills embedded into lessons.	1.4.1 To recruit a life skills co-ordinator to support the Subject Leader for PSHCE / Life skills in the development of SoW and resources. 1.4.2 To develop a programme of study which will support students in developing skills for life-long learning, home skills, social skills, emotional resilience, L2L, Skills for Schools (Prince's Trust), L2Behave and first aid. 1.4.3 To develop two life skills rooms to enable practical development of home skills. 1.4.4 To develop opportunities to embed Speech & Language programmes into daily teaching such as the SMILE programme. 1.4.5 To review progress regularly.	P (MSL)  VP (DMW)  SL PSHCE (NB) & VP (DMW) VP (DMW)  VP (DMW)	Sept 2017 > Cost of recruitment offset. Ongoing > Nil cost Sept 2017 > Cost to be funded by Medway Capital funding. Dec 2017-ongoing > Nil cost	2018 Life-skills co-ordinator recruited. 2018 SoW/PoS /initial resources in place; Home Learning Skills booklets in place. 2018 Life skills rooms developed. 2018-19 Life skills rooms established and fully resourced. Monitoring of T&L and student progression. PSHCE/Life skills Review Report completed and re-reviews in 2019. 2019 HL added to planners for Sept 2019 start. <a href="#">S&amp;L in plans for staff development for 2019-20</a>	
1.5 Further develop our teaching to ensure increased independent learning opportunities are evidenced in student outcomes.	Students become more independent in their learning.	1.5.1 To provide CPD to every Teacher & TA to: <ul style="list-style-type: none"> <li>Promote Awareness of Independent Learning Strategies</li> <li>Develop Strategies for use in T&amp;L of all subjects</li> <li>Increase student response to marking</li> <li>Increase students ability to self and peer assess</li> </ul> 1.5.2 Trial work in all Zones/Subjects. 1.5.3 Review impact and plan next steps.	VP (DMW)   APs (EAH, FB, NZ)	Ongoing 2017-2020 > Nil cost  Ongoing 2017-2020 > Nil cost	Monitoring of T&L  GB Task & Finish Review INSET days / CPD sessions. Department Reviews	
1.6 To further develop students understanding of Rights and Responsibilities.	All students to know their rights and responsibilities	1.6.1 To ensure all tutor groups have devised their class charter and refer to it regularly. 1.6.2 To continue to develop students understanding of children's rights through tutor sessions, assemblies and rights based focus sessions. 1.6.3 To regularly monitor and review progression in knowledge and understanding of rights through student and staff surveys. 1.6.4 To develop opportunities for students to take a greater role in supporting children's rights through opportunities such as charity work;	SL PSHCE (NB)  SL PSHCE (NB)  VP (DMW) & SL PSHCE	Ongoing 2017-2020 > Nil cost  Ongoing 2017-2020 > Nil cost  Ongoing 2017-2020 > Nil cost	Audits of class charters Evaluations of events  Student and Staff survey results ROC gained.  Rights days/Charity days successful.  Student led Rights Respecting Committee is active.	

		community service and UNICEF days.	(NB)		Strong community Volunteering programme in place for Y14 Curriculum, secured partnership with the Chatham Dockyard. <a href="#">Next Steps: RRSA whole staff training on INSET</a>	
1.7 Develop the ability of each student to be an active participant in their own learning.	Redevelop Home learning to increase student engagement	1.7.1 To review and revise home learning with the aim to place a greater focus on core subjects and cross-curricular development of life skills. 1.7.2 To develop ability of students to more actively engage in their Home Learning evidencing progression in their skills for life. 1.7.3 To trial from September 2017 new Home Learning skills booklets. 1.7.4 To assess completion within review meetings.  1.7.5 To review impact and plan next steps.	VP (DMW) & AP (FB)  VP (DMW) & AP (FB) VP (DMW) & AP (FB)  VP (DMW) & TC (AG)  VP (DMW)	Sept 2016-Sept 2017 > Nil cost Ongoing Sept 2017-2020 Sept 2017> Printing costs 2017-2018 ongoing> Nil cost Review Sept 2018 > Nil Cost	Home Learning key stage / subject booklets established.  To date positive P&C Feedback  Evidenced in Transition and Annual Review meeting detail.  Presented to GB in March 2018.	
<b>Additional Target set in 2018-19:</b>						
1.8 To address the changes to student Speech & Language support by embedding strategies into lessons to ensure student progression.	Speech & Language strategies will be embedded into daily practice.	1.8.1 Speech & Language Therapists will provide staff with training and regular updates on individual students plans. 1.8.2 Staff will look for opportunities to integrate Speech & Language targets into curriculum/academy day. 1.8.3 A Tracking system for speech and language progression will be developed. 1.8.4 Once targets archived securely students will be re-referred to Speech and Language as necessary.	VP (DMW) and Speech & Language Therapist.	Sept 2018-Sept 2021  Time within lessons.  Potential costs of supporting resources.	Meetings with LA Speech & Language team completed. Speech and Language Therapists are regularly meeting with DMW to provide hand over of plans. DMW then circulates these to relevant staff. Detail is provided on the plan as to how to implement strategies. Drop in sessions have been arranged for staff to ask questions of the SALTs. Also TAs who work with individual students have been trained in supporting their individual needs. S&L Therapists provided individual staff training sessions. <a href="#">Whole staff training planned for Twilight sessions 2019/20</a> . Staff are incorporating more strategies from the plans into their	

					<p>lessons. The Intervention Package from SIMS has been setup by TSt to contain the Speech and Language detail and targets. This is beginning to be populated with tracking data.</p> <p>When this has been achieved a re-referral will occur. Currently students are embarking on their plans.</p>	
1.9 To develop and embed the careers strategy based around the Gatsby benchmark for Y8-Y14.	Careers strategy will be embedded.	<p>1.9.1 Careers Lead identified and trained.</p> <p>1.9.2 Conduct a full review of current careers provision/curriculum links to careers.</p> <p>1.9.3 Design a programme of careers for all students across all year groups ensuring the minimum of two careers contacts/year.</p> <p>1.9.4 Share the Careers plan on the academy website.</p> <p>1.9.4 Plan and implement Careers focus days.</p> <p>1.9.5 To review impact and plan next steps.</p>	AP GZ (EAH)	<p>July 2018-ongoing</p> <p>Nil cost &gt; cost for careers resources.</p>	<p>Careers leader identified and named on website. Training commences 2.5.19</p> <p>Audit completed from all subject areas. Also Compass toll completed as baseline assessment against Gatsby benchmarks.</p> <p>Careers Provision map completed and Careers Days implemented 2018-19</p> <p>Provision map and Provider Access policy developed and both published on the website. Detail also needs updating with regards to Supported internship as currently states SkillsNet.</p> <p>Three careers focus days 2018-19 - two delivered and evaluated; third day planned for July 2019.</p> <p>Review at end of year to take place.</p>	

Objective <b>2. Extend our External Accreditation in KS3-5</b>						
Targets	KPI	Actions	Lead Person	Deadline/ Cost	Monitoring/ Evaluation	RAG
2.1 To ensure breadth of curriculum and range of courses available supports student transition points at Y9, Y11 and Post 16.	Curriculum and qualifications support transition from KS3-KS5.	2.1.1 To streamline the curriculum to enable ability based teaching at KS4/Post 16. This will enable greater stretch and challenge for the more able and greater differentiation and support for the less able. 2.1.2 To rewrite KS4 & KS5 Option Booklets to reflect progression routes /individual learning pathways available. 2.1.3 To rebrand all transition booklets. 2.1.4 To continue to review and acquire new courses to suit the needs of our learners and further extend opportunities to them.	VP (DMW)  VP (DMW)  VP (DMW)  VP (DMW)	Sept 2017-ongoing > Cost of registration with exam boards Oct 2017 and then annually update > Printing costs	Increased percentage of students gaining higher qualifications. Option booklets in place with a consistent professional branding. Course range expanded. Clear transition pathways established for each subject with qualification progression. Further refined to support Learning communities for Sept. 2019. Therapeutic curriculum developed, currently staff are attending training. <a href="#">Next Step: to disseminate training across the Therapeutic community and to other communities.</a>	Green Yellow
2.2. To further expand transition opportunities available to KS4 / KS5 students.	Expansion of transition opportunities.	2.2.1. To ensure the Transition Co-ordinator provides full detail of opportunities available to students in Y11 and Post 16 at review meetings. 2.2.2 To expand the KS4/5 curriculum to include opportunities for students to gain Young Enterprise or Princes Trust certification. 2.2.4 Review impact and progress of students.	APs (EAH & NZ)  AP (EAH) AP (EAH) and VP (DMW)	Ongoing Sept 2017-2020 > Nil cost	Range of opportunities for ss increased & evident in destinations data. Courses established. Supported Internships now in place. SPI on track to open in Sept. 2019.	Green
2.3 To further develop the range of accreditation opportunities at KS4/5 academy based and college based to raise aspirations and levels attained.	Range of accreditation s widened and aspirations raised.	2.3.1 To continue to identify courses available and suitable for KS4&5 and examine suitability. 2.3.2 To develop course materials and SoW for courses being adopted. 2.3.3 Review impact and progress of students across existing provision and extend / change courses as required.	VP (DMW) & SLs	Sept 2017-2020 ongoing > Cost of registration with exam boards and resourcing of new courses/ college placements & resourcing courses.	New external courses identified. Wider range / higher levels of courses on offer. External Exam results increased. 2017-18 examination results shows greater range and number of passes across Ks4-5. 2018-19 Transition pathways have been further reviewed.	Green

2.4 To develop a supported internship programme for Post 16 students.	Supported Internship programme established.	2.4.1 To develop the BA@SA provision to create a Post 16 provision to provide intensive English, Maths and Supported internship opportunities. 2.4.2 To train a dedicated team of TAs (Learning coaches) to support in placements. 2.4.3 To secure appropriate internship placements in a range of areas. 2.4.4 To ensure all placements meet health and safety requirements and insurance is in place. 2.4.5 To ensure all students on placements complete appropriate work skills qualifications.	VP (DMW) & AP (EAH)  AP (EAH)  AP (EAH)  ABM (LAH)  VP (DMW) & AP (EAH)	Sept 2018 start: SLA costs. Costs of transport and teaching resources.	BA@SA provision closed and students reintegrated. Supported internship programme devised and initial employers identified and placements agreed for Sept. 2018 start. Sept 2018 3 students begin their placements. Jan 2019 further 3 students on placement with the Royal Mail. SPI application process completed and approval gained in May 2019. SPI will officially open in Sept 2019.	
2.5 Review and further develop current examination procedures.	Examination procedures are refined/ reviewed.	2.5.1 To review documentation available from Exam Boards, DfE, JCQ to ensure all requirements have been fully met for KS2 and KS4/5 examinations. 2.5.2 To ensure that all policy and practice is up to date. 2.5.3 To review moderator feedback to identify changes required and action. 2.5.4 To implement programme of support for students during examination season.	VP (DMW) and EA (PA)  P (MSL)  VP (DMW)  VP (DMW) and EA (PA)	Annually / in response to moderation visits > Nil cost Annual review of policies and practice > Nil cost Jan 2018 – 20120 Ongoing > Cost of training	Examination practice and procedures secured. Moderation report recommendations actioned, JCQ visit reports recognise outstanding practice. Received a letter commending centre for outstanding practice from JCQ. Exams policy updated. Student Exam guidebook created. E-Reader pens purchased to support with access arrangements. 2018-19 Exam Ready parent session delivered. Exam breakfasts were run for students in June/July 2019 with good attendance from students.	
2.6 Develop greater opportunities for community engagement.	Community Engagement increased.  Higher % of students engaged in NCS	2.6.1 To appoint a GB member and SLT member with special responsibility for Community Engagement. 2.6.2 To develop strategy for activities : <ul style="list-style-type: none"> <li>• Work related</li> <li>• Social Activities</li> <li>• Enterprise Activities</li> <li>• Volunteer Support</li> </ul>	COG (PM)  VP (DMW) & AP (EAH)	Sept 2017 – 2020 > Nil cost Sept 2017-2020 > Nil cost  Ongoing Sept 2017-2020 > Nil cost	GB Lead Task & Finish report. Increased community engagement evidenced through greater range of activities available and increased level of attendance at events. Increased number of students	

	programme.	<ul style="list-style-type: none"> <li>Special Projects</li> </ul> 2.6.3 To increase student engagement in the National Citizenship Service (NCS) and become a Champion School. 2.6.4 To commence activities. 2.6.5 To review impact and student outcomes.	AP (EAH)  VP (DMW)	June 2018 and then annually > Nil cost	taking part in the NCS. Champion School status gained 2017-2018. NCS opportunities continue for students.	
<b>Additional Target set in 2018-19:</b>						
2.7 To gain Specialist Provider Institute status and secure 12 commission places from Medway for Sept. 2019.	SPI status gained.  12 Commissioned places secured.	2.7.1 To research and complete the application for SPI status. 2.7.2 To secure SPI status 2.7.3 to secure 12 commissioned places with Medway Council	AP (EAH)	Sept 2018  Nov 2018  Jan 2019	2018-19 SPI application submitted and successfully completed the Due Diligence process. Approval gained April 2019. 12 places secured for Sept. 2019 with Medway LA.	
Objective: Respond to OFSTED next step 2017						
<b>3. Increase Parental Engagement in Student Learning</b>						
Targets	KPI	Actions	Lead Person	Deadline/ Cost	Monitoring/ Evaluation	RAG
3.1 To respond to Ofsted challenge to continue to help parents feel confident in supporting their children's academic and personal development to aid the academy in their aspirations for students to achieve highly and to become independent young adults.	All will have aspirations for students to achieve highly and to become independent young adults	3.1.1 To create an expectation for all staff members to make it a priority to reach out to parents, to involve them in their child's learning and in the life of the academy.  3.1.2 To provide training and support for all members of staff in how to engage parents effectively in their children's learning, and how to overcome potential barriers to engagement.  3.1.3 To identify potential barriers preventing parental engagement and work with parents to address these.  3.1.4 To identify and visit other schools with strong parental engagement to establish best practice.  3.1.5 To create opportunities to continue to involve parents and carers in key decision making, e.g. PTFA involvement in policy and practice.	P (MSL)  VP (DMW)  P&CM (EMG)  P (MSL)	Sept 2017-2020 > Nil cost  Sept 2017-2020 > Nil cost  Jan 2018-2020 > Nil cost  Jan 2018-2020 > Nil cost  November 2017> Nil cost December 2017 > Nil cost	Increased aspirations evident in review meetings. 2019 Sept. Engagement Support Leads will increase parental support. Increased parental/carer attendance at academy events. April 2019 Parent evening review completed. Aim to develop new parent review days to further increase feedback as appropriate to learning communities. 2019 MSL has been visiting other trusts to identify best practice. PTFA activities in calendar. PTFA recruitment drive via letters and newsletters sept 2018-19. GB Lead in place. T&F 2017-18 4/4 reports completed, 2018-19 2/3 completed.	

		3.1.7 Revise the home-academy agreement to include expectations for parents and how the academy will support them.	P (MSL)& AP (FB)	Sept 2017-2020 ongoing > Nil cost	New home-learning agreement in place. 2019 HL reviewed, HL detail to be added to planners for Sept 2019.
		3.1.8 To continue to ensure effective and regular two-way communication between home and the academy is prioritised and there is an emphasis on building trust. Ensure parents for whom English isn't their first language can access communications.	P (MSL) & VP (DMW)	Sept 2017-2020 > Nil cost	Increased range of communication tools embedded into practice including growing use of Facebook. Dec 2018-present now using Twitter and LinkedIn. Greater use of email and app to communicate with P&C's.
		3.1.9 Identify ways to challenge parents' aspirations for their children, for example bringing in inspirational speakers / members of the community doing interesting jobs, and inviting both children and parents to hear them speak	VP (DMW)	Oct 2017-2020 ongoing > Nil cost	Regular workshops in place and speakers invited to key events. 2019 Careers events, P&C teas with visiting speakers/advertised themes. Improved Curriculum overview booklets for P&C's.
		3.1.10 To continue to create opportunities for parents to know what their children are learning and how to provide support for academic, social, behavioural well-being and how to enable them to become active citizens.	VP (DMW)	July 2017-2020> Nil cost	Implementation of Y7/8 afternoon information session in Oct 2018. 2018-19 regular updates via social media and newsletter on support and community activities available. First education of Arts Newsletter distributed Dec. 2018.
		3.1.11 To conduct a yearly parental survey and ensure quick response to any issues.	P (MSL)		Parental Surveys completed 2017-18. <a href="#">Still to be completed for 2018-19</a>
		3.1.12 To look for opportunities to further engage parents in academy life so that they can contribute to the effectiveness of the academy and build the membership of the PTFA.	P (MSL)		Parent View monitored. Increased number of parents supporting guide units.
		3.1.12 Evaluate impact and share successes with staff and parents.	P (MSL)		Regular updates in newsletter.

<p>3.2 To further develop the Home Learning Programme to increase completion rates and support Parents &amp; Carers.</p>	<p>Increased rates of HL completion.</p>	<p>3.2.1 To prepare Home Learning parental Briefing Sheets and life skills booklets.  3.2.2 To develop ability of parents &amp; carers to support students in engaging successfully in their Home Learning.   3.2.3 To devise a system for monitoring the setting, marking and reporting on Home Learning and share with parents &amp; carers.  3.2.4 To review success of Home Learning and impact on student progress at annual reviews / through departments.</p>	<p>AP (FB)   AP (FB)   VP (DMW)   VP (DMW)</p>	<p>Sept 2017 &gt; Nil cost  Oct 2017-2020 &gt; Nil cost   Oct 2017-2020 &gt; Nil cost  2017-2020 ongoing &gt; Nil cost</p>	<p>2017-18 Life Skills booklets in place and parents briefed. Transition meetings and Annual Review minutes. Maths, Literacy, ICT and Languages workshops offered. Student progression evident in data within department reviews. HL/Marking CPD sessions. 2018-19 HL reviewed and will be added to planners for 2019.</p>	
<p>3.3 To further develop Parent &amp; Carer coaching programme to support P&amp;C confidence, ability and positive engagement in their child's learning for a range of subjects.</p>	<p>Establish Adult Education opportunities/ Coaching sessions for Parents/ carers.</p>	<p>3.3.1 To continue to run ICT, Numeracy &amp; Literacy coaching sessions for P&amp;Cs in KS3-5 during the day and extend to after-hours sessions.  3.3.2 To determine potential for extending scheme to include other subjects.  3.3.3 To provide assessment sessions (Bradfields Progress Steps) to support parents in understanding data.   3.3.4 To assess impact on P&amp;C confidence, ability and engagement through survey and determine next steps.</p>	<p>VP (DMW)   VP (DMW)   VP (DMW)   P (MSL)&amp; VP (DMW)</p>	<p>Sept 2017 &gt; Cost of resources for the session / Additional staff costs for after-hour sessions. Sept 2017-2020 during P&amp;C evenings, ongoing &gt; Nil cost   2017-2020 annually &gt; Nil cost</p>	<p>GB Task &amp; Finish report completed.   Attendance registers and session evaluation forms.   Feedback from sessions. 2017-18 DMW led sessions on BPP at all parents' evenings. 2018-19 DMW led info sessions to P&amp;C on new curriculum at Options evening. May 2019 will provide full detail to all parents. EAH and AG provided detail on the SPI and Supported Internships. Adult Education English class to started Sept 2019, P&amp;Cs and staff attended . Parental surveys completed 2017. To be repeated in 2019.</p>	



3.6 To provide regular P&C Curriculum Updates EYFS-KS5	Regular Curriculum updates provided to P&Cs.	3.6.1 To update Curriculum booklets & website detail EYFS / KS1 / KS2 / KS3 / KS4 / KS5 with overview of Curriculum on offer. 3.6.2 To update KS4 & KS5 Options Booklets. 3.6.3 To present Curriculum Offer to New P&Cs prior to arrival of students. 3.6.4 To brief PTFA and P&C Consultative Group annually.	VP (DMW)  VP (DMW)  VP (DMW) & APs (FB, N, EAH) VP (DMW)	Sept-Oct 2017, then annually > Cost of printing.  Annually > Nil cost.	Curriculum booklets in place and on website. Option booklets updated. Curriculum booklets provided as part of new student induction. Minutes of meetings. Termly data sheets. Annual Reviews. Wide range of social media now used for weekly updates.	
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Additional Target set in 2018-19:

3.7 To expand the range of Parent workshops to include a Languages workshop.	Language workshops will be well attended by P&Cs.	3.7.1 To develop a Language based Parent workshop. 3.7.2 To promote the workshop to P&C's. 3.7.3 To establish regular attendees. 3.7.4 To support attendees in positively impacting on their children's learning.	VP (DMW)	Sept 2018  Sept 2018 Jan 2019 Jan 2019 Cost of resourcing.	Language based workshop has been developed and is ready to run. The first attempt at launching did not attract any uptake from parents and carers. A relaunch will be attempted in terms 5 and 6. Also now the teacher lives more locally the intention is for languages to be offered as part of the Adult Ed classes. <a href="#">Next Steps: To create Parent Careers workshops in 2019-20</a>	
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Objective

**4. Further Develop Data & Information Systems**

Targets	KPI	Actions	Lead Person	Deadline/ Cost	Monitoring/ Evaluation	RAG
4.1 To continue to include data & information CPD into yearly CPD cycle.	Data & Information CPD embedded into CPD cycle.	4.1.1 To maintain expectation of all staff to develop their skills, knowledge and understanding of Data & Information Systems. 4.1.2 To ensure new staff are provided with full SIMs training as required. 4.1.3 To regularly update and refresh staff skills, knowledge and understanding on SIMs.	VP (DMW) & DM (EL)  VP (DMW) & ABM (LAH)	Ongoing 2017-2020 > CPD Directed Time Ongoing 2017-2020 > Nil cost	CPD cycle established. Personalised – compulsory and optional CPD sessions established. Staff skills audit. Sims training.	

<p>4.2 To further develop our collection and analysis of data to support highest standard of student outcomes.</p>	<p>Use of data to inform practice.</p>	<p>4.2.1 To develop SIMS Intervention package to track, target and monitor progress made by students in academic and pastoral interventions and extra activities.  4.2.2 To use CPD/INSET to:</p> <ul style="list-style-type: none"> <li>• Further Increase staff competencies in levelling work.</li> <li>• Further increase staff competencies in targeting student learning goals through use of data. With expectation being that impact will increase student academic and social / behavioural outcomes.</li> <li>• Further increase staff confidence and competencies in data analysis and effective targeting of learning gaps.</li> </ul>	<p>VP (DMW) &amp; DM (EL)</p> <p>VP (DMW) &amp; DM (EL)</p>	<p>May 2018&gt; SLA cost</p> <p>Oct 2017-2020 &gt; Nil cost</p>	<p>SIMS intervention package in place and ability to track interventions effectively will be established in July post training.</p> <p>All staff more proficient in the use of data evidenced in lesson planning monitoring.</p>	
<p>4.3 Further develop Data &amp; Information systems.</p>		<p>4.3.1 To continue to improve use of SIMS to include interventions tracking, SEAL analysis, CASPA system, PFMs and refined reporting. These will ensure continued collection of data and enable further rise in standards and student progression.  4.3.2 To further develop Academic and SEAL data systems; and make links to identify developmental issues.</p> <p>4.3.3 To further develop examination results tracking document.  4.3.4 To continue to refine progress tracking data to ensure interventions can be effectively targeted.</p>	<p>VP (DMW) &amp; DM (EL)</p> <p>VP (DMW) &amp; DM (EL)</p> <p>VP (DMW) &amp; DM (EL)</p> <p>VP (DMW) &amp; DM (EL)</p>	<p>Sept 2017-2020 &gt; Nil cost  Dec 2017-Jan 2018&gt; Nil cost</p> <p>Jan 2018 Nil cost  July 2018 – reviewed annually  Sept 2018</p>	<p>Data systems robust and effective with full SEAL analysis excel document. AED will have secure data. SL's and PM's now producing termly headlines for SLT. Regular updates of department SEDs. Student progress evident. Increased student progression rates. Improved examination tracking document records entries and results.</p>	

4. Behaviour & Social Development						
Objective						
1. To continue to build upon outstanding practice to further enable students to take greater ownership for their own behaviour.						
Targets	KPI	Actions	Lead Person	Deadline/ Cost	Monitoring/ Evaluation	RAG
1.1 To continue to regularly update behaviour Management Policy & Practice.	Annual Review of Behaviour policy.	<p>1.1.1 To annually review Behaviour Policy and update as required.</p> <p>1.1.2 To ensure all staff are clear of expectations, policy and practice and that new staff receive a full induction.</p> <p>1.1.3 To ensure Individual Positive Support Plans [IPSPs] in all zones, are regularly reviewed and updated and all staff know how to access these.</p> <p>1.1.4 To continue to monitor the use of Detentions &amp; Exclusions and ensure procedures are followed.</p> <p>1.1.5 To look to recruit an academy social worker to provide greater support to students especially during the process of the ISR Procedure, Annual Reviews and in parental/family support work.</p>	<p>VP (DMW)</p> <p>P (MSL) &amp; VP (DMW)</p> <p>VP (DMW) &amp; APs and PMs</p> <p>VP (DMW) &amp; APs&gt;</p> <p>P (MSL) &amp; VP (DMW)&gt;</p> <p>Sept 2019 &gt;</p> <p>Salary range £20,000-£35,000 dependent upon experience, plus on costs.</p>	<p>June 2017 then annually &gt; Nil cost</p> <p>Sept 2017-2020 ongoing &gt; Nil cost</p> <p>Sept 2017-2020 ongoing &gt; Nil cost</p>	<p>Policy in place and practice embedded. Further updates May 2018. Induction programme being developed further.</p> <p>IPSPs in place and detailed for all zones. Need to work towards a consistent format.</p> <p>Social worker still to be recruited.</p>	<p>Green</p> <p>Yellow</p>
	Students able to self-refer.	<p>1.1.6 To continue to promote and support student self-referral for Therapeutic Support &amp; Intervention</p> <p>1.1.7 To further the roles and responsibilities of Lead Students and Prefects to ensure consistency across the academy.</p> <p>1.1.7 To continue to engage annually the Student Council Behaviour Focus Group and PTFA in process of review and update of Behaviour policy.</p> <p>1.1.8 To report to SLT &amp; GB on recommendations for update.</p> <p>1.1.9 Adopt &amp; Implement changes.</p> <p>1.1.10 To review impact and decide on next steps.</p>	<p>VP (DMW)</p> <p>VP (DMW), APs &amp; PMS</p> <p>VP &amp; P&amp;CPT &gt; 2017-2020 annually &gt; Nil cost</p> <p>P (MSL) &amp; VP (DMW)</p> <p>VP (DMW)</p> <p>VP (DMW)</p> <p>P (MSL)</p>	<p>Sept 2017-2020 ongoing &gt; cost of services</p> <p>Sept 2017-2020 ongoing &gt; Nil cost</p> <p>2017-2020 annually &gt; Nil cost</p> <p>2017-2020 annually &gt; Nil cost</p>	<p>Minutes of meeting.</p> <p>Data shows that the % of self-referrals is increasing and also peer referrals is increasing.</p> <p>Roles established for Lead Students/Prefects.</p> <p><a href="#">Next Steps: Duties for Senior Prefects and Lead students to be developed.</a></p> <p>VP annual reports to GB.</p> <p>Review to take place at the end of the academic year</p>	<p>Yellow</p>

<p>1.2 Further the current SLT/MLT Behaviour &amp; Social Developmental Initiatives.</p>	<p>IIP status gained.</p> <p>Students know their rights.</p> <p>Key initiatives maintained.</p>	<p>1.2.1 To gain reaccreditation of IIP status.</p> <p>1.2.2 To continue to refine and embed Character Strengths practice across Pastoral curriculum to continue to build student resilience.</p> <p>1.2.3 To continue to embed understanding and knowledge of children's rights and responsibilities to support all students in being responsible and active members of the academy and wider community.</p> <p>1.2.4 To continue with ensuring the following initiatives are in place and effective :</p> <ul style="list-style-type: none"> <li>• Student Council Behaviour Focus Group</li> <li>• House System</li> <li>• Use of Merits &amp; Subject Awards</li> <li>• Pastoral Support Response</li> <li>• Pastoral Support : 'Therapy &amp; Counselling Initiative'</li> <li>• Character Strengths levels in Tutor Times</li> </ul>	<p>AP BZ (NZ) &amp; CBN</p> <p>VP (DMW) APs &amp; YZ PM</p> <p>SL PSHCE (B),</p> <p>VP (DMW) APs &amp; PMs</p>	<p>Dec 2017 &gt; Nil cost Sept 2017-2020 ongoing &gt; Nil cost Sept 2017-2020 &gt; Nil cost</p> <p>Sept 2017-2020 ongoing &gt; Nil cost</p> <p>July 2018 then annually &gt; A small budget will be allocated for prizes / prize donations will be requested. Sept 2017-2020</p>	<p>IIP accreditation gained. Pastoral Reviews Report identifies impact.</p> <p>Rights Respecting Award Recognition status gained.</p> <p>Initiatives further emended and practice enhanced as evidenced by engagement records, registers for attendance and reports of impact. Prize Giving ceremony was successful. New awards in place and trophies ready for the next academic year.</p> <p>Meeting minutes and SLT</p>	
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		<ul style="list-style-type: none"> <li>• Tutor Group Identity</li> <li>• Rewards for Positive Behaviour &amp; Community Contributions</li> <li>• Solution-Focussed Termly Tutor Meetings</li> </ul> <p>1.2.5 To develop an annual Prize Giving Service to recognise academic, pastoral and community contributions.</p> <p>1.2.6 To review each item at SLT/MLT/Pastoral Team Meetings and determine :</p> <ul style="list-style-type: none"> <li>• positive impact to date</li> <li>• ideas for future improvement</li> <li>• potential for re-branding/re-establish of initiatives.</li> </ul> <p>1.2.7 To review outcomes of process in 1.2.1 –1.2.4.</p> <p>1.2.8 To plan for further Behaviour &amp; Social Development Initiatives</p> <ul style="list-style-type: none"> <li>• Identify Initiative[s]</li> <li>• Establish Staff Involvement/Lead Person[s]</li> <li>• Set Time-line</li> </ul>	<p>P (MSL) &amp; EA (PA)</p> <p>VP (DMW) &amp; AP (FB), MLT</p> <p>P (MSL)</p> <p>P (MSL) &amp; VP (DMW)</p>	<p>ongoing &gt; Nil cost</p> <p>July 2018 and annually &gt; Nil cost</p> <p>Sept 2017-2020 ongoing &gt; Nil cost</p>	<p>feedback. Initiatives established and impact reported.</p> <p>Tracking of Character strengths analysed and practice informed.</p> <p><i>Next Steps: To target specific character strength areas identified as in need of development.</i></p>	
1.3 To further develop the roles and responsibilities of Lead [Zone] Students, Senior Students & Prefects.	Increased student engagement and responsibility.	<p>1.3.1 To ensure each role has full clarity and consistency between the zones.</p> <p>1.3.2 To increase student responsibilities furthering their positive impact on BATL of others.</p> <p>1.3.3 Create Head Boy &amp; Head Girl positions for Post 16 students, with the responsibility to model BATL and represent the student body at GB meetings.</p> <p>Increased role of Student Council</p> <p>Increase recognition of council activities in form groups.</p>	<p>VP (DMW) and Zonal APs</p> <p>P (MSL)</p>	<p>Nov 2017 and reviewed annually &gt; Nil cost</p> <p>Sept 2018</p>	<p>Student roles and responsibilities established. Head Boy/Girls elected yearly from Sept 2019.</p> <p>Student council minutes.</p>	

1.4 To further increase and heighten the role of the student council.	Student Council will take a lead role within the academy.	<p>1.4.1 To ensure student council minutes are shared regularly within all forms from all zones.</p> <p>1.4.2 To ensure tutors regularly encourage forms to provide form reps with items for discussion.</p> <p>1.4.3 To ensure students are aware of the importance of the role of the student council and how it links to their rights and responsibilities.</p> <p>1.4.4 To ensure regular review and response to all student council minutes from MLT/SLT as required.</p> <p>1.4.5 To enable the Head Boy &amp; Head Girl to have a presence at the SN&amp;C GB meetings.</p>	<p>APs</p> <p>APs</p> <p>APs &amp; SL</p> <p>PSHCE (NB)</p> <p>VP (DMW) &amp; APs&gt;</p> <p>P (MSL)</p>	<p>Sept 2017 -2020 ongoing &gt; Nil cost</p> <p>Sept 2017 -2020 ongoing &gt; Nil cost</p> <p>Sept 2017 -2020 ongoing &gt; Nil cost</p> <p>Sept 2018 -2020 ongoing &gt; Nil cost</p>	<p>AP/PM learning walks.</p> <p>Pastoral Reviews</p> <p>Student council minutes.</p> <p>GB SN&amp;C minutes.</p> <p>Rights Respecting Feedback / Surveys.</p> <p><a href="#">Next Step: Student council to be reviewed under new structure , to start Sept. 2019</a></p>	
1.5 To continue to focus on Anti-Bullying and E-Safety to ensure that incidents of bullying do not occur.	Bullying incidents will remain low.	<p>1.5.1 To continue to review the Anti-Bullying Policy and E-Safety Policy annually.</p> <p>1.5.2 To develop a programme to educate students in safe use of social media e.g. Facebook, Instagram, SnapChat, etc.</p> <p>1.5.3 To raise the profile of Anti-Bullying week across all zones.</p> <p>1.5.4 To develop greater parental awareness of Anti-Bullying and E-Safety.</p>	<p>GB, P &amp; VP</p> <p>VP (DMW),</p> <p>YZ AP (FB),</p> <p>Computing</p> <p>SL &gt;</p> <p>PSHCE</p> <p>SL(NB)</p> <p>PSHCE SL (NB) &amp;</p> <p>Computing</p> <p>SL</p>	<p>2017-2020 annually &gt; Nil cost</p> <p>Jan 2018 &gt; repeated annually &gt; Nil cost</p> <p>Annually in Oct-Nov &gt; Cost of resources</p>	<p>Policy and practice in place and established.</p> <p>Programmes in place BATL data shows reduction in social media related incidents.</p> <p>Anti-Bullying survey.</p> <p>E-Safety Parent workshop ran in 2018.</p> <p>E-Safety embedded into Computing Curriculum.</p>	
1.6 To continue to develop policy and practice to safeguard students in line with Prevent requirements.	All are fully aware of and able to action Prevent procedures.	<p>1.6.1 To continue to ensure all staff have completed Prevent training annually.</p> <p>1.6.2 To review and further develop contingency plans and procedures and ensure all staff are aware of their roles /contribution to the plans and procedures.</p> <p>1.6.3 To continue to address community issues with students through assemblies to reduce potential 'fears' and increase understanding.</p> <p>1.6.4 To continue to evaluate and review practices to ensure all staff and students are safeguarded.</p>	<p>P (MSL) &amp; VP (DMW)</p> <p>ABM (LAH)</p> <p>P (MSL)</p> <p>GB, P (MSL) &amp; VP (DMW)</p>	<p>Annually repeated and updated &gt; Cost of access to training package</p> <p>Ongoing &gt; Nil cost.</p> <p>Ongoing &gt; Nil cost</p>	<p>Prevent training Records on the SCR detail evidence of regular training.</p> <p>Staff PFM documents.</p> <p>Contingency plans in place and staff aware.</p> <p>Assembly feedback.</p>	
1.7 To refine and develop Provision Maps for all students to support with tracking of additional support and funding agreements with the LA.	Provision Maps in place for all students.	<p>1.7.1 To further refine new provision map format in collaboration with Medway LA.</p> <p>1.7.2 To ensure provision maps are put in place for all Complex ASD BZ students in order to support funding bids.</p> <p>1.7.3 Review and refine, before extending to all</p>	<p>VP (DMW) &amp; APs</p> <p>VP (DMW) &amp; BZ AP (NZ) /PMs &gt;</p> <p>2017-2018</p>	<p>Sept 2017 &gt; Nil cost</p>	<p>Provision maps in place for all Complex ASD BZ Nurture students.</p> <p>Funding bids successful for the Nurture group.</p> <p>Provision maps in place for all</p>	

		students within the academy.	then ongoing > Nil cost VP (DMW) > July 2018 > Nil cost		students July 2018.	
1.8 To continue to develop and expand organised playground activities and the quality of outdoor spaces to further increase student engagement.	Student engagement at break and lunchtime increased.	1.8.1 To review current provision / activities and establish with students additional requirements. 1.8.2 To fund raise for additional physical resources for playgrounds with a particular focus on Upper Site playground and the BZ sensory garden. 1.8.3 To monitor impact on engagement levels at break and lunchtimes.	APs and PMs  ABM (LAH)  VP (DMW), APs and PMs	Oct 2017 and annually > Nil cost Sept 2017-2020 ongoing > Nil cost	Range of playground activities in place. New outdoor gym equipment in place for US playground. New Primary equipment in place 2018-19.  <i>Sensory garden still to be developed. Could be a Social Enterprise Project for the Princes Trust.</i>	
1.9 To further expand and develop our extended provision opportunities available after hours and establish a summer holiday club.	Extended provision opportunities expanded. Summer holiday Club in place.	1.9.1 To conduct a full audit of existing provision and establish students interests and requests for additional provision. 1.9.2 To identify suitable outside providers to add to existing provision. 1.9.3 To establish a summer holiday provision for: • New Year 7's to increase confidence and familiarisation with the academy. • Bradfields Students across all key stages to provide a two week activity based club with day trips	VP (DMW) & ABM (LAH)  VP (DMW) & ABM (LAH)	Oct 2017 > Annually > Nil cost Jan 2018 > Annually > Costs to be met by small charge to parents for provision	Range of provision in place. More needed.  Holiday club needs to be established. Attendance records.  <i>Next step: ESLs as part of their role will devise the scheme for Summer 2020.</i>	

Objective

**2. To further extend our Pastoral Support Systems**

Targets	KPI	Actions	Lead Person	Deadline/ Cost	Monitoring/ Evaluation	RAG
2.1 To continue to review Policy & Practice of Pastoral Support Systems and update as required.	Pastoral Support has a positive impact on student welfare, accessibility and academic/behavioural/social development.	2.1.1 To annually review provision and daily practice of Pastoral Support : • Parent & Carer Partnership Management • Play & Drama • SLOT • Medical • 1:1 PD Support • Small group therapy • Transition work and establish impact on student welfare, accessibility and academic/behavioural/social development.	VP (DMW)  P (MSL) &	Annually 2017-2020 ongoing > Nil cost  Sept 2019 > Salary TBC	Report outcome of reviews.  Therapist team case load has increased.  Record of referrals will show increased impact.  Records will show increased provision of and attendance at small group sessions.	

	Therapy provision expanded.	<p>2.1.2 To look to extend therapist team in order to provide a 3 tier structure for counselling to further support for families.</p> <p>2.1.3 To explore opportunities to become a training academy for therapists.</p> <p>2.1.4 To continue to encourage student self-referral for Therapeutic Support &amp; Intervention in addition to further developing the service.</p> <p>2.1.5 Provide ongoing training and support to enable expansion and develop of a Therapeutic Assistant team to increase amount of small group therapy work.</p> <p>2.1.6 To continue to provide:</p> <ul style="list-style-type: none"> <li>comprehensive CPD on Therapeutic Interventions &amp; Support for all staff</li> <li>Share Student case detail 'within' Confidentiality</li> <li>To explore opportunities for use of PP funding in further supporting pastoral needs.</li> </ul> <p>2.1.7 To review impact/value for money and determine next steps.</p>	<p>VP (DMW)</p> <p>P (MSL) &amp; VP (DMW)</p> <p>VP (DMW)</p> <p>VP (DMW)</p>	<p>May 2018 &gt; Nil cost. Ongoing</p> <p>Sept 2017-2020 ongoing &gt; Salaries to be based on experience</p>	<p>GB Task &amp; Finish reports. The 3 tier approach has formed the structure for the therapeutic curriculum to start in Sept. 2019.</p> <p>Further exploration opportunities for development as a training facility. External school based clients are now purchasing the service.</p> <p>Next steps: CPD focus for Tuesday sessions from Sept 2019 onwards.</p>	
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Objective

**3. To ensure consistently impeccable behaviours**

Targets	KPI	Actions	Lead Person	Deadline/ Cost	Monitoring/ Evaluation	RAG
3.1 To continue to share and build upon best practice in managing, supporting and understanding complex student behaviours.	PSP/Engagement Profiles in place and regularly updated.	<p>3.1.1 To further current work on</p> <ul style="list-style-type: none"> <li>Individual Positive Support Plans</li> <li>Engagement Profiles</li> </ul> <p>3.1.2 Ensure regular review outcomes and sharing in Student Development &amp; Solution Focused Meetings with whole staff Team.</p> <p>3.1.2 To develop ASD 'expert' staff to ensure effective sharing of best practices within and beyond the academy.</p>	<p>VP (DMW) &amp; APs</p> <p>VP, APs &amp; PMs</p> <p>VP (DMW) AP (NZ)</p>	<p>Sept 2017-2020 ongoing &gt; Nil cost</p> <p>Sept 2017-2020 ongoing &gt; Nil cost</p>	<p>IPSPs/Engagement profiles in place/still being developed. Solution Focused meeting minutes – all zones. Staff leading CPD sessions.</p>	
3.2 To continue to develop staff expertise in managing, supporting and developing complex student behaviours.	Staff confident in supporting behaviour as a result of student need.	<p>3.2.1 To continue to allocate INSET on Developing Behaviour to ensure ongoing Outstanding practice.</p> <p>3.2.2 To continue to ensure staff-focus on behaviour as needs - employing appropriate strategies to manage, support and develop behaviour challenges. Ensuring new staff are provided with appropriate INSET swiftly to effectively support students.</p> <p>3.2.3 To use skills of Therapists to support staff in</p>	<p>VP (DMW)</p> <p>VP (DMW) &amp; APs</p> <p>VP (DMW) &amp; TST</p>	<p>2017-2010 ongoing &gt; Nil cost for in house CPD</p> <p>2017-2020 annually &gt; Cost for additional</p>	<p>Monitoring of T&amp;L Pastoral and Department Reviews</p> <p>CPD sessions and evaluation forms.</p> <p>BATL monitoring / Lesson observations/ learning walk</p>	

		<p>developing their awareness of needs and to lead one after hours CPD session in next 3 annual cycles.</p> <p>3.2.4 To continue to review impact of INSET and then determine nature of whole Provision follow up training.</p> <p>3.2.5 To continue to monitor Behaviour &amp; Attitude Towards Learning [BATL] in Lesson Observations and Learning walks to identify successes, staff expertise; and, any Case Studies.</p> <p>3.2.6 Review progress and impact; and, consider next steps.</p>	<p>P &amp; VP &gt; 2017-2020 annually &gt; Nil cost</p> <p>P (MSL) &amp; VP (DMW)</p>	<p>time if outside of contracted hours.</p>	<p>data.</p> <p>Need to deliver recap training on BATL.</p>	
3.3 To continue to develop and improve transition for new starters.	Transition programme in place and effective.	<p>3.3.1 To liaise with feeder schools/academies and identify best practice and implicit outcomes on students transferring to our academy.</p> <p>3.3.2 To continue to develop opportunities for 'tasters', shared events and visits with main feeder primaries to build student resilience and increase recruitment.</p> <p>3.3.3 To continue to develop and refine student transition passports and roll out to KS4/5 new starters.</p> <p>3.3.4 To review progress / impact and explore further opportunities to develop student confidence and resilience.</p>	<p>VP (DMW) &amp; Transition Team</p> <p>VP (DMW) &amp; Transition Team</p> <p>P, VP &amp; APs (FB &amp; EAH)</p>	<p>Sept 2017-2020 ongoing &gt; Nil cost</p>	<p>Increased links with feeder schools through shared events. Evaluation of events to detail impact.</p> <p>Increased number of students on roll. Increased student confidence.</p> <p>All referral papers are now followed up with a visit/call to previous provision. Refined template for observation visits to ensure consistent approach.</p>	
3.4 To continue to engage Parents & Carers successfully in their child's behaviour and any conflict resolution.	Parents fully involved in supporting their child.	<p>3.4.1 To engage PTFA and Parent &amp; Carer Consultative Group in supporting Parents &amp; Carers.</p> <p>3.4.2 To repeat the CPD cycle for Parents &amp; Carers on norms of behaviour associated with</p> <ul style="list-style-type: none"> <li>• Learning Difficulty</li> <li>• Autism</li> <li>• Normal teenage years</li> <li>• Bullying [Bullies &amp; Victims]</li> <li>• Impact of Difficult &amp; Challenging Parents &amp; Carers as role models to continue to develop their knowledge and engaging them in a better understanding of how to manage, support and develop desired behaviours.</li> </ul> <p>3.4.3 To ensure that APs [Zones] and/or their PMs guarantee same day contact with parents either through phone calls or notes from tutors in planners to P&amp;Cs which:</p> <ul style="list-style-type: none"> <li>• detail behaviours of concern that have arisen</li> <li>• follow up messages in student planners/calls</li> </ul>	<p>P (MSL), VP (DMW) &amp; P&amp;CPT (EMD)</p> <p>P (MSL), VP (DMW), P&amp;CPT (EMD), SLs &amp; PMs</p> <p>P (MSL) &amp;</p>	<p>2017-2020 &gt; Nil cost</p> <p>2017-2020 &gt; Nil cost</p> <p>Sept 2017 review opportunities available for 2017-18 period &gt; Nil cost</p>	<p>Minutes of meetings. Parental feedback.</p> <p>Parent View results.</p> <p>Increased levels of attendance at academy events.</p> <p>Feedback at Annual Review meetings.</p> <p>Records of contact /PM Logs.</p> <p>Registers of attendance at INSET / CPD.</p> <p>Parent survey.</p>	

		made into the academy and within 5 days to: <ul style="list-style-type: none"> <li>ensure resolution has been successful</li> <li>maintain quality control and secure Case Study Evidence</li> </ul> 3.4.4 To extend opportunity for Parents & Carers to attend INSET/CPD related to Improving Behaviour. 3.4.5 To review impact of strategy on relationships with Parents and Carers; and, the extent of their satisfaction with outcomes. Plan for next steps.	VP (DMW)  P (MSL) & VP (DMW), APs, PMs,	July 2018-2020 ongoing > Nil cost	LPPA successfully renewed July 2018.  Parent SRE workshops delivered 2018-19. Parent workshops delivered for English, Maths, ICT and Languages 2018-19.  Cygnet programme now being delivered successfully for parents and carers by EMG 2018 onwards.	
<b>5. Well-Being</b>						
Objective						
<b>1. To support student and staff well-being and mental health.</b>						
Targets	KPI	Actions	Lead Person / Deadline/ Cost	Team	Monitoring/ Evaluation	RAG
1.1 To continue to develop staff well-being weeks/days.	Well-being days/weeks fully embedded into academy culture.	1.1.1 To establish a well-being staff working party to work with AP, ABM & LTAs in developing well-being events. 1.1.2 To allocate a set budget. 1.1.3 To gain recognition of outstanding practice through gaining the School Well Being accreditation.	R&GZ AP (EAH)  P (MSL) & ABM (LAH)  R&GZ AP (EAH)	Sept 2017 > Nil cost Sept 2017-2018 to be reviewed annually July 2018 > Assessment cost.	Well-being weeks/days event attendance records / evaluation forms. <a href="#">Working towards gaining the accreditation</a>	
1.2 To further improve staff access to and understanding of mental health to support themselves and students.	Staff are aware of Mental Health and their role in supporting themselves and others.	1.2.1 To share detail on support available. 1.2.2 To provide CPD on mental health & well being	P, VP, AP (EAH) and ABM (LAH)	Sept 2017-2020 ongoing > Nil cost	CPD register and evaluation of impact. Mental Health Awareness Days. Whole academy INSET and guest speakers focused on Mental Health (2018-19).	
1.3 To develop student well-being activities /days to support their development of self-confidence, health and resilience.	Student well-being days/activities to be embedded into academy curriculum.	1.3.1 To develop lunch time clubs 1.3.2 To run well-being weeks with a focus shared within form time activities. 1.3.3 To create a girls group to tackle issues of self-esteem, relationships and improve social skills.	VP, APs, PM  VP, APs, PM VP (DMW)	Sept 2017-2020 > Nil cost Jan 2018-2010 > Cost of resources	Activities in place, student evaluation forms. <a href="#">Weeks still to be developed.</a> Friendship group developed 2017-18. <a href="#">Needs to be re-established due to staff leaving.</a>	
1.4 To support students in understanding mental health and how to access support for themselves or others.	Students are aware of Mental Health and their role in	1.4.3 To run assemblies and workshops focused on well-being and mental health. 1.4.4 Through tutor time activities explore stressors, coping strategies, resilience, how to	VP (DMW), APs, PM  VP (DMW),	Nov 2017 ongoing > Nil cost	This is still an area requiring further development.  Records of self-referrals.	

	supporting themselves and others.	recognise signs of stress and health issues and how to access support. 1.4.5 To develop tutor well-being boards. 1.4.6 To engage parents in developing knowledge of how to support their children.	APS, PM  P&CPT (EMD)	Nov 2017 ongoing > Nil cost		
<b>6. Department/Pastoral Reviews</b>						
Objective						
<b>1. To establish an effective process of review, evaluation and improvement academic /pastoral improvement.</b>						
Targets	KPI	Actions	Lead Person / Deadline/ Cost	Team	Monitoring/ Evaluation	RAG
1.1 To develop a process of review to enable effective assessment of each subject department.	Department Review Process established.	1.1.1 For SLT and Subject Leaders to work with the Academy Improvement Partner to devise the format of the review process to ensure it's fair, consistent and comprehensive covering progress, attainment, behaviour, resources, quality of teaching and leadership. 1.1.2 To ensure APs take a lead role working with Subject Leaders to conduct the reviews. 1.1.3 To allocate sufficient time to ensure the process is carried out effectively. Add to the academy calendar. 1.1.4 Conduct an initial trial of reviews with English, Maths and Science refining the process as a result. 1.1.5 Ensure full and open discussions, mentoring and coaching of subject leads and teachers as needed. 1.1.6 To plan a timetable for department reviews to ensure full coverage of all departments. 1.1.7 Ensure resultant reports are used to inform department and academy development plan. 1.1.8 To regularly review the process and refine as needed.	SLT, SLs and AIP (PJ)  SLT, SLs and AIP (PJ)	July 2017 -2018 > Nil cost  Sept 2017-July 2018 > Nil cost  July 2017-Oct 2018> Nil cost	AIP reports. Department Review documents / guidelines in place. Trial conducted and process further refined. Department Reviews have been conducted in full 2017-18. 2018-19 Mini Reviews taking place with <a href="#">full reviews planned for departments with new subject leads.</a> Department review reports > Department and academy dev. plans. Regular updates to GB. Positive feedback from department /pastoral leads. PTI Award recognising the action based research for the last two years.	
1.2 To develop a process of review to enable effective assessment of the pastoral department.	Pastoral Review Process established.	1.2.1 SLT and Pastoral Managers to work with the Academy Improvement Partner to devise the Pastoral Review process. 1.2.2 To begin to trial the Pastoral Reviews from September 2017. 1.2.3 Conduct an initial trial of the Pastoral reviews with and refine the process as a result. 1.2.4 Ensure full and open discussions, mentoring and coaching of Pastoral Managers and Zonal APs, LTAs and tutors as needed. 1.2.5 To plan a timetable for Pastoral reviews to	VP (DMW), APs, AIP (PJ) and PMs	July/Sept 2017 on going > Nil costs Sept 2017 > Nil costs Sept-Dec 2017 > Nil costs  Sept 2017-July 2018 > Nil costs Sept 2017-July 2018 > Nil cost	AIP report.  Review process and documents established.  Full Reviews completed for all zones.  Timetable in place.	

		ensure full coverage of all Zones. 1.2.6 Ensure resultant reports are used to inform zonal and academy development plan. 1.2.7 To regularly review the process and refine as needed.			Pastoral review reports > Pastoral and academy dev. plans. Reports given to GB.	
<b>7. Accreditation</b>						
Objective						
<b>1. Achieve Quality Marks in the Academic Curriculum</b>						
Targets	KPI	Actions	Lead Person	Deadline/ Cost	Monitoring/ Evaluation	RAG
1.1 To continue to raise curriculum standards to levels of national Quality Mark recognition.	Outstanding practice recognised externally.	1.1.1 Conduct a full review of Quality Marks secured to date to identify renewal dates, next steps and allocate a lead teacher/middle leader/member of SLT with responsibility to support. 1.1.2 To continue to research and identify outstanding practice to secure nationally verified Curriculum Subject Quality Marks in all Curriculum Subject Areas & Sustainability. 1.1.3 To prepare submissions for each QM and secure recognition for quality of work by Subject Leader and Department Team. 1.1.4 To identify re-assessment dates and steps for continued accreditation.	P (MSL)  SLT  SLT, SLs and PMs	July 2017 > Nil cost  Sept 2017-2020 on going > Nil cost  Sept 2017-2020 on going > Cost of assessment	Review completed and plan established. Curriculum Subject Quality Marks evidence prepared. 3 year plan in place. To date: History QM Gold gained. LPPA gained. Rights Respecting ROC gained. Basic Skills QM gained. Geography QM. Gained. PE Subject Mark gained. <a href="#">Currently working towards Arts Mark, Primary Science and IT Mark.</a>	
1.2 To ensure reaccreditation /improvement on level of accreditation.	QMs reaccredited.	1.2.1 See Appendix 2 for programme of renewal of accreditations. Ensure key objectives are embedded into academy practice and culture. 1.2.2 Prepare submissions and evidence best practice within each department.	P (MSL)  SLT, SLs / PMs	Sept 2017-2020 on going > cost of assessment	Curriculum Subject Areas & Sustainability gained / renewed.	
1.3 To continue to secure professional subject association links to support teaching of curriculum subjects.	Teaching supported by Professional associations.	1.3.1 To continue to identify professional subject associations available and benefits of membership for Teaching Staff. 1.3.2 Make greater use of membership of the Princes Teaching Trust to develop subject knowledge. 1.3.3 To secure membership and make use of professional advice, support, CPD and networking with other practitioners.	VP (DMW) & SLs	Sept 2017-2020 on going > Membership fees Oct 2017 on going > Nil cost	Subject association links maintained. Attendance records for Subject Knowledge development. <a href="#">Aim to develop a Subject Knowledge and development focused INSET day for 2019-20.</a>	

<p>1.4 To secure the Rights Respecting Schools Award.</p>	<p>To gain ROC for Rights Respecting Schools Award.</p>	<p>1.4.1 To review criteria of the award and begin to develop academic / pastoral approach to improve staff and students knowledge and understanding of children's rights and responsibilities.  1.4.2 To conduct an initial audit to assess current understanding and areas to be targeted.  1.4.3 Support all tutor groups in developing class charters.  1.4.4 To develop an understanding of rights and responsibilities through focus days, PSHCE lessons, form group activities with the aim of incorporating rights respecting into the IIP work.  1.4.5 To further increase engagement with local and international charity work to improve lives and help others ensuring their rights are met.  1.4.6 To collate a portfolio of evidence and continuously review progress made towards the award in order to prepare for the submission/evidence best practice.  1.4.7 To gain recognition of commitment status by December 2017 with the aim to gain the full award by June 2018.</p>	<p>VP (DMW) &amp; SL PSHCE (NB)   SL PSHCE (NB)   APs, PMs &amp; SL PSHCE (NB)   SL PSHCE (NB)   SLT &amp; SL PSHCE (NB)   SL PSHCE (NB)   SLT &amp; SL PSHCE (NB)</p>	<p>July 2017 &gt; Nil cost   Sept 2016-July 2017 &gt; Nil cost   Sept 2016 then reviewed annually &gt; Nil cost  Sept 2017-2020 &gt; Nil cost  July 2017-Dec 2019 &gt; Nil cost</p>	<p>Rights Respecting Schools Award ROC gained.   Student and staff surveys / audit of knowledge.   Class charter audit.   Focus days / events to be run annually.  Feedback and evaluation of events.  Records of community engagement.  Portfolio of evidence created.   Level 1 full award still to be gained.</p>	<p style="background-color: #90EE90; height: 100px;"></p>
<p>1.5 To gain the TA Best Practice award to further improve and validate best practice.</p>	<p>Recognition of outstanding TA practice by external provider.</p>	<p>1.5.1 To conduct an initial audit of practice and create a working party consisting of LTAs / lead member of SLT.  1.5.2 To continue to research and identify outstanding practice to secure nationally verified award in recognition of outstanding work with TAs.  1.5.3 To develop a structure for observing, identifying and sharing best practice as well as a full programme of support as needed.  1.5.4 To provide CPD for all staff to ensure effective use of TAs within the classroom.  1.5.5 To ensure TAs have had full training in basic skills, exam invigilation and where appropriate specialist training to support in additional roles.  1.5.6 To prepare submissions for QM securing recognition of work by TAs / Department Teams.</p>	<p>BZ AP (NZ) &amp; LTAs   BZ AP (NZ) &amp; LTAs   BZ AP (NZ), LTAs, AIP &amp; SLs   VP (DMW), BZ AP (NZ) &amp; LTAs</p>	<p>July 2017 &gt; Nil cost  Sept -July 2018 &gt; Nil cost   Oct-July 2018 &gt; Nil cost  Sept 2017-July 2018 &gt; Nil cost</p>	<p>Audit of practice.   Evaluation of CPD.  Attendance records.  BZ AP report to GB.   Action plan created with AIP.  Award gained.   TA observation proforma currently being trailed.  TA Handbook being developed.</p>	<p style="background-color: #90EE90; height: 100px;"></p>

Objective 2. Achieve Quality Marks in Pastoral Curriculum & Support						
Targets	KPI	Actions	Lead Person	Deadline/ Cost	Monitoring/ Evaluation	RAG
2.1 To successfully gain a reaccreditation of the Leading Parent Partnership Award.	LPPA Award gained in recognition of outstanding practice.	2.1.1 To build upon work commenced in securing the award in 2013 to gain reaccreditation in October 2017. 2.1.2 To provide full evidence of progress made in further developing Parent Partnership policy and practice both pastorally and academically. 2.1.3 Prepare submissions for QM and secure recognition for quality of work by P&CPM / Pastoral Team.	VP (DMW) & P&CPT (EMD)  VP, APs, SLs & P&CPT  VP, APs, SLs & P&CPT	Oct 2017 > Nil cost  Oct 2017 > Nil cost  Oct 2017 > Nil cost	On-going review of practice. Evidence collated. VP report to GB. Reaccreditation of the Leading Parent Partnership Award gained.	
2.2 To continue to embed successful IIP accreditation [Investors in Pupils] working practices to gain reaccreditation of award.	IIP award regained in recognition of outstanding practice.	2.2.1 To continue to build upon success recognised in gaining the IIP award in 2013. 2.2.2 To collate full evidence of progress made in further developing IIP policy and across the academy. 2.2.3 To continue to further develop the role and impact of Student Council, student voice and student engagement in the whole academy community daily decision-making process. 2.2.4 To continue to ensure effective sharing of information with staff and students, development of Lead student roles and enabling the Head Boy & Head Girl to become members of the GB. 2.2.5 To prepare submissions for re-assessment of QM.	APs, BZPM (NZ), PMs, & Ts  BZPM (NZ) P (MSL), VP (DMW) and Student council Lead (GW)  P, VP, APs, PMs & Ts  APs & BZPM	Sept 2017-Dec 2017 > Nil cost Dec 2017 > Nil cost Sept 2017-2020 on going > Nil cost Sept 2018-2020 > Nil cost Dec 2017 > Nil cost	On-going review of practice. Evidence files collated. Student council minutes.  New roles established.  IIP reaccreditation gained.	
2.3 To continue to develop engagement with the PTFA.	PTFA highly active with a good level of membership.	2.3.1 To fully support engagement with PTFA and its involvement in the academy with a key focus on level of engagement and expansion to include more parents and carers. 2.3.2 To embed an open relationship with representative groups and individual Parents & Carers to continue to make the academy a more [Parent & Carer] Family Friendly environment. 2.3.3 To continue to access Family Friendly events and initiatives for further promote and increase engagement in the Family Friendly work of the academy.	P (MSL), VP (DMW) & P&CPT (EMD)  GB Parental lead, SLT & P&CPT (EMD)  SLT	Sept 2017-2020 > Nil cost  Sept 2017-2020 > Nil cost  Sept 2017-2020 on going > Nil cost	PTFA Minutes Work ongoing to increase membership of PTFA. Evidence of meetings records / P&C communications. Records of events. Family friendly events continue to be promoted via our social media sites/reception. Member of SLT now on the PTFA.	

Objective 3. To continue to raise the profile of inquiry-based research to support development of staff expertise and quality of future provision.						
Targets	KPI	Actions	Lead Person	Deadline/ Cost	Monitoring/ Evaluation	RAG
3.1 To develop greater engagement in academic and action based research to support the field of research into ASD with a particular focus on girls with autism.	Actively engaging in academic research.	3.1.1 To continue attendance at research based events and conferences. 3.1.2 Share research findings and developments with SLT/MLT/Teaching and identify implications for current practice and next steps. 3.1.3 To continue to provide INSET for staff resulting in increased understanding of ASD and appropriate strategies to support both academic and pastoral curriculums. 3.1.3 To identify research opportunity for a PhD Research Student to raise profile of inquiry-based research in our academy.	P (MSL), SLT & all staff as appropriate  All  VP (DMW), BZ AP (NZ) & PM & NGT  P (MSL)	Oct 2017-2020 ongoing > Cost on conferences Ongoing with planned sessions for feedback throughout 2017-2020 > Nil cost Jan 2018-2020 > Bursary cost to support with degree costs	Records of events attended.  Evidence of research findings / reports. Pastoral and Department reviews. Monitoring of T&L Dissertation evidence. Gained recognition of Action Research with the PTI Award. June 2018 supported Uni. of Kent research into ASD Literacy and language development within Primary children. 2018-19 Lots of research and raining completed in the development of the new curriculum, SCERTs, TEACCH identified for further development.	
3.2 To further the work completed in the Research Academy [Princes Teaching Institute] Partnership into primary to secondary transition.	Primary – secondary transition programme enhanced.	3.2.1 To further develop the effectiveness of the Transition passport to use with students across the academy as appropriate. 3.2.2 To develop a transition passport for KS4/KS5 transitions to further support students at later stages of their education. 3.2.3 To develop a transition co-ordinator role within SLT to further improve existing practice. 3.2.4 To develop further opportunities and events to build on success of the existing programme of transition between Bradfields and Key feeder primaries. 3.2.5 To write a full report outlining the action research.	P (MSL), YZ AP (FB) & Transition Team  P (MSL), YZ AP (FB), R&GZ AP (EAH) & Transition Team  P (MSL) & YZ AP (FB)  P (MSL)	Nov 2017 ongoing > Nil Cost  Feb 2018 ongoing > Nil Cost  June 2017 > Nil cost  Jan 2018	Transition Passport further developed.  KS4/5 Transition passports established. Transition co-ordinator in place. Further cross-school events in place. Report written. Increase in pre-visit opportunities for new starters.	
3.3 To further the work completed in the Research Academy [PTI] Partnership into Department Reviews to secure more effective self-review and therefore further raise student achievement.	Department and Pastoral Review process established and	3.3.1 To design and develop the process of Department Reviews. 3.3.2 To produce annual research papers for the Princes Teaching Trust outlining the process, the impact and outcomes of the reviews to date. 3.3.3 To provide additional training for staff	P (MSL), VP (DMW), APs, AIP & SLs  P (MSL) & SLT	Sept 2016-17 > Nil cost Annually 2017-2020 > Nil cost Sept 2017-18 > Nil cost Annually 2017-	Department Review process established. AIP reports. Research papers submitted.2018 & 2019 Training established. Attendance records and	

	impacting on academy development	resulting from implementing the action research/ outcomes. 3.2.4 To attend the annual Princes Teaching Trust Leadership events to share best practice and engage in other potential research opportunities.	P (MSL), VP (DMW) & APs  P (MSL)	2020 > Cost of membership & travel	reports. 2 <sup>nd</sup> Year of reviews successfully completed. Research presented to PTI and recognition award gained – 2018 & 2019.	
3.4 To achieve SSAT Research Quality Mark Status.	SSAT Research QM status gained.	3.4.1 To continue with work related to research as outlined above and to look for further opportunities for research and sharing of best practice. 3.4.2 To prepare submissions for QM and secure recognition for quality of work.	P (MSL) & VP (DMW)  P (MSL) & VP (DMW)	Nov 2017-July 2018 > Nil cost July 2018 > Cost of assessment for award	This had been put on hold for this academic year 2017-18.To begin again from Sept, 2019.	

## 8. Staffing

Objective

### 1. Develop and Update the 'Performance Management [PfM] System'

Targets	KPI	Actions	Lead Person	Deadline/ Cost	Monitoring/ Evaluation	RAG
1.1 To review the PfM & PRP procedures for all staff.	PfM & PRP procedures revised and improved.	1.1.1 To create a new electronic format for PfM & PRP using the SIM system to reduce administration time and increase ease of access to performance related information. 1.1.2 To provide ongoing staff training. 1.1.3 To use updated PfM & PRP detail to prepare for : • Developing and establishing best practice for 2018-19 & 2019-20 cycles. • GB briefing on change in statutory practice. 1.1.4 To progress PfM & PRP for 2017-18 & 2018-19 cycles with all staff. 1.1.5 To further develop the procedures for applying for Threshold and support teaching staff in understanding the requirements.	P (MSL)  SLT  SLT  P (MSL)	Jan 2018 > Cost of training Sept 2017-2020 Nil cost  Sept 2017-2020 > Nil cost Oct-Dec 2018 > Nil cost	PfM & PRP on SIMs.  Staff training evaluated. Yearly reports to GB. Cycles established and PfM evidenced.  Threshold process embedded. Post-Threshold process refined. SIMs system now being used by all staff for PfM. Ongoing training provided by P throughout 2018-19.	
1.2 To identify 'standards' implicit in all staff roles throughout academy and ensure they become daily practice in performance.	Practice aligned to standards relevant to staff role to ensure outstanding practice.	1.2.1 To develop standards of expected practice for all staff members including: • Teaching Assistants based on the Department for Education's Teaching Assistant Standards in 2016. • The Wider Pastoral Team based upon the DFE's Teaching Standards, the June 2016 Standards for Teaching Assistants and the TDA's National Occupational Standards for Supporting Teaching Learning. • Admin Staff based on the NASBM standards for Business Managers. • Tutors based upon the DFE Teaching Standards.	P (MSL), VP (DMW), ABM & APs	Sept 2017-2020 ongoing > Nil cost	Standards for all staff established and shared.  Evidence of progress against standards reviewed as part of PfM cycle.  Standards Grids in place.	

		<ul style="list-style-type: none"> <li>Outreach practitioners based on the DFE Teaching Standards and the Standards for SEN Support and Outreach services produced by the DFE in 2008.</li> </ul> <p>1.2.2 To implement Grid of Standards for all staff ready for the 2018-19 PFM cycle. 1.2.3 To prepare Standards Grid for Leadership Grade for 2017-18 cycle. 1.2.4 To prepare Standards Grid for TA &amp; Support Staff for 2017-18 cycle. 1.2.5 To review PFM &amp; PRP Policy &amp; Procedure at end of first full cycle. Identify changes required and update.</p>	<p>P (MSL) &amp; VP (DMW)</p> <p>P (MSL) P (MSL)</p> <p>P (MSL)</p>	<p>Feb 2018 &gt; Nil cost Sept 2017 &gt; Nil cost</p> <p>Sept 2017 &gt; Nil cost Sept 2018 &gt; Nil cost</p>	<p>Policy and practice in place.</p> <p>2018-19 Standards are accessible on Sims PFM system. Comprehensive standards booklet produced to support PFM process.</p>	
Objective						
<b>2. To further develop the skills and expertise of Admin &amp; Finance Staff Team</b>						
Targets	KPI	Actions	Lead Person	Deadline/ Cost	Monitoring/ Evaluation	RAG
2.1 To further develop current roles and responsibilities for Admin & Finance Staff Team.	Full Review of Admin procedures and roles.	<p>2.1.1 To review current staff roles and performance to identify further opportunities to expand and extend roles.</p> <p>2.1.2 To support staff in taking on new roles and responsibilities through additional training and coaching.</p> <p>2.1.3 Through PFM 2017-20 targeted CPD/ INSET to staff team for :</p> <ul style="list-style-type: none"> <li>Use of SIMS/other ICT</li> <li>Intervention Systems</li> <li>Managing Difficult Situations</li> <li>Financial Control</li> <li>Data Tracking Systems</li> <li>Report Writing Systems</li> </ul> <p>Single Central Record</p> <ul style="list-style-type: none"> <li>Managing Absence [Staff &amp; Students]</li> <li>Site Security /Health &amp; Safety Procedures</li> <li>Fire &amp; Hazard Procedures</li> <li>Exams &amp; Assessment</li> <li>Reviews &amp; Student transition</li> </ul>	<p>P (MAL), ABM (LAH)</p> <p>P (MSL), ABM (LAH) &amp; OM (EL)</p> <p>P (MSL), ABM (LAH) &amp; OM (EL)</p>	<p>Jan 2018 and then annually &gt; Nil cost</p> <p>2017-2020 &gt; Cost of training</p> <p>Sept 2017 - 2020 annually reviewed and revised &gt; Nil cost</p>	<p>Additional roles and responsibilities established.</p> <p>Evidenced in PFM targets / reviews.</p> <p>Record of CPD and evaluations.</p> <p>Admin review conducted and reorganisation of roles and responsibilities as a result. Team expanded in July 2018. Further recruitments made in 2018-19. Additional responsibilities allocated.</p>	
2.2 To develop Admin & Finance Skills through targeted CPD/INSET to further enhance current quality of daily support service.	Personalised targeted CPD for Admin & Finance staff.	<p>2.2.1 To establish a shared access 'Procedures File' to ensure consistency of practice at all times; and, particularly during staff absence.</p> <p>2.2.2 Ensure personalised approach to CPD for Admin &amp; finance team.</p>	ABM (LAH) & OM (EL)	July 2018 then reviewed annually > Nil cost	<p>Procedures file in place.</p> <p>Finance training completed by all key staff. Ongoing CPD provided.</p>	

2.3 To continue to improve quality and frequency of contact with Parents & Carers.	Engagement with P&C is recorded effectively.  Engagement is positive and of a high standard.	2.3.1 To continue to improve quality of telephone and Parent Line Contact to sustain positive relationships between academy/home. Establish termly practice and further develop School Gateway. 2.3.2 Continue to encourage effective use of PM log Books. 2.3.3 To establish a standard letters file for use by staff to reduce checking time.	ABM(LAH), OM (EL)  VP (DMW), APs	Sept 2017-2020 ongoing > Nil cost  Sept 2017-2020 ongoing > Nil cost Sept 2017-July 2018 then reviewed annually > Nil cost	Increased use of School Gateway.  PM Logs Parental surveys Parent View Letters file in place. Use of a range of social media to communicate. Increased use of app and email. <a href="#">Next steps: Review log book approach in light of community changes.</a>	
2.4 To continue to sustain highest standards of Safer Recruitment and Single Central Record.	SCR and Safer Recruitment practices in place and to a high standard.	2.4.1 To establish Policy Document & Diary for SCR/DBS updates and new staff intake.	P (MSL), VP (DMW) & OM (EL)	Sept 2017-July 2018, then reviewed annually > Nil cost	Secure SCR and clear records of Safer recruitment practices. Safer Recruitment training in place. 2018-19 Online Safer Recruitment training completed by SLT.	

## 9. Site

### Objective

#### 1. Develop the 'Existing' Academy Site

Targets	KPI	Actions	Lead Person	Deadline/ Cost	Monitoring/ Evaluation	RAG
1.1 To ensure existing academy site has a planned maintenance and repair/upgrade plan which maintains quality of learning environment.	Site Maintenance plan in place.	1.1.1 To establish 3 year plan with daily / weekly / monthly / termly events for : <ul style="list-style-type: none"> <li>• cleaning</li> <li>• repair</li> <li>• maintenance</li> <li>• upgrade</li> </ul> 1.1.2 Upgrade Work to include : <ul style="list-style-type: none"> <li>• Outreach office in the Lower Site</li> <li>• Canteen to create one provision for the whole academy</li> <li>• Food Tech rooms in Red Zone.</li> <li>• Auto Door installation</li> <li>• Main Door porch cover and entrance way</li> <li>• Replacement of windows in Upper site (funding bid required).</li> <li>• Signage</li> <li>• improve areas/ensure are 'EA' compliant.</li> </ul>	P (MSL), ABM (LAH) & SM  ABM (LAH) & SM	Sept 2017 then annually review progress made > On-going cost of maintenance  Sept 2017-2018 > Costs to be met in part by Capital Funding from LA and Grant applications	3 year plan in place.  Audit of site.  Improvements to academy site in key areas achieved.  Stage 21 of roof completed.  Windows bid stage 1 completed. 2019 Windows Stage 2 secured. Life skills rooms and Intervention rooms completed.	

1.2 To further develop existing site to make provision for new life skills curriculum requirements and Literacy/Numeracy interventions.	Life Skills and Literacy intervention rooms developed.	1.2.1 To identify spaces that can be redeveloped to support the needs of the new life skills curriculum. 1.2.2 To develop two life skills rooms to provide opportunities for practical application of life skills. 1.2.3 To identify a space which can be redeveloped to provide a permanent base for literacy and numeracy 1:1 and small group interventions. 1.2.4 To ensure the intervention room has sufficient storage for resources and supports staff in safe lone working practices.	SLT & SL PSHCE (NB)  ABM (LAH) & SM (PH)  SLT  ABM (LAH) & SM (PH)	July 2017 > Nil cost August 2017 > Cost of renovating spaces July 2017 > Nil cost August 2017 > Cost of resourcing	Audit of space completed. Life skills rooms established and resourced. Intervention space established and fully resourced. Evidence of impact on student progress	
1.3 To continue to develop the landscape of the existing academy grounds and create raised beds to support student access in land studies classes.	Raised flower beds in place to increase accessibility for students.	1.3.1 To establish a 3 year plan with seasonal tasks to further improve: • access to grassed areas • quality of flower beds/shrubs/trees • increase/improve outdoor seating areas • Create an area of raised flower beds to provide increased access for students with physical impairments. • KS4/5 garden areas • Blue Zone Sensory garden 1.3.2 To recruit a groundsman apprentice to support the site management team and take on the role of land studies technician to support preparation for teaching and learning. 1.3.3 To develop allotment areas to ensure regular yield of produce to supply food technology and academy kitchen.	ABM (LAH) & SM (PH)       ABM (LAH) & SM (PH)       SM (PH)	Sept 2017-2020, with progress reviewed annually > Cost of upkeep and development of gardens Sept 2017 > Apprentice salary. March 2018 –July 2018, then annually > Minimal cost for resources	Academy landscape further improved.   Groundsman apprentice recruited.  Allotment areas still to be developed.  Awaiting capital funding.	
1.4 To further develop Sustainability & Green Approaches to daily practice.	Daily practice promotes sustainability and green practices across the site.	1.4.1 To conduct an up to date review of current practices and identify a more consistent approach to improving : • recycling • energy efficiency 1.4.2 To implement a plan for Sustainability and Green Approaches for staff and students. 1.4.3 To redevelop an eco-schools committee.	ABM (LAH)  ABM (LAH)  ABM (LAH) & SL Humanities (SHG)	Dec 2017 then annually > Nil cost may lead to further savings Jan 2018 and ongoing > Nil cost	Review of practices.  Report recommendations. Plan in place. <a href="#">Eco-Schools committee still to be established.</a>	

Objective 2. Develop & Renew the Academy Site.						
Targets	KPI	Actions	Lead Person	Deadline/ Cost	Monitoring/ Evaluation	RAG
2.1 To review and update Academy Site 3 Year plan.	Site Development plan in place and updated.	2.1.1 To incorporate detail in 'Existing Academy Site' 3 year plan as in 1.1 to 1.3 above.	ABM & ST	Sept 2017 > Nil cost	3 Year plan in place.  Successful bids 2017-18 & 2018-19: windows /roof next stages.	
Objective 3. Develop New Sports & Community Facilities						
Targets	KPI	Actions	Lead Person	Deadline/ Cost	Monitoring/ Evaluation	RAG
3.1 To raise funds to build an 'All Weather & Sports Hall Disability Facility'.	Sports Hall built.	3.1.1 To ensure space audit is completed to support in evidencing need. 3.1.2 To source funding opportunities and begin funding drive to raise required funds. (CIF bid) 3.1.3 To add a divider to the exiting gym to increase usage of space for small groups. 3.1.4 To continue to prepare and submit a bid for Lottery Funding for a Disability Sport Resource.	ABM (LAH)  ABM (LAH)  ABM (LAH) & SM (PH) ABM (LAH)	July 2017 > Cost for audit  2017-2020 ongoing July 2018 > Capital funding from LA	Space Audit completed. Funding drive in place. Gym provision enhanced. Bids devised and submitted.	
Objective 4. To open a Free School. (Note this objective has been achieved and replaced by the opening of the Specialist Post 16 Institution)						
Targets	KPI	Actions	Lead Person	Deadline/ Cost	Monitoring/ Evaluation	RAG
4.1 To devise the plans for a free school focusing on Post 16 education.	Free School Bid successful.	4.1.1 Develop initial aims and purpose of the free school. 4.1.2 To create a free school working party to develop evidence for the application. 4.1.3 Devise the outline for the free school curriculum. 4.1.4 To look to find a potential sponsor. 4.1.5 To ensure the GB are fully informed of progress made towards application. 4.1.6 To complete and submit the free school application by September 2018.	SLT > May 2017 > Nil cost P > June 2017 > Nil cost MAT working party > Dec 2017 > Nil cost MAT working party > Sept 2017 – July 2018 > Nil cost SLT > July 2018 > Nil cost		Aims of Free School in place. Working party established. SLT reports to GB. Free School Bid window has now opened for 2019. Three bids will be submitted August 2019. Approval gained by RSC.	

10. Financial Security						
Objective						
1. To secure funding to ensure the quality of provision and practice can be maintained / further extended.						
Targets	KPI	Actions	Lead Person	Deadline/ Cost	Monitoring/ Evaluation	RAG
1.1 To develop positive relationship with the LA to request a review of current funding formulas.		1.1.1 To gain support of local counsellors and establish positive relationships with educational leads within Medway. 1.1.2 To provide evidence of inconsistent funding between local schools and request a change in formula. 1.1.3 To provide student places beyond Medway and develop own funding formulas for places.	P (MSL) & ABM (LAH)  P (MSL) & ABM (LAH)  P (MSL) & ABM (LAH)	May 2017 on going > Nil cost  Sept 2017 and on-going > Nil cost	Records of minutes of meetings / email communications. Funding report.  Increased number of students on roll. Funding consultation completed and funding levels adjusted. Additional funding support secured from Medway.	
1.2 To develop a secure future for Bradfields Specialist Support Service (Outreach provision).		1.2.1 To engage with Medway LA to bid for further funding for Bradfields Specialist Support Service. 1.2.2 To provide Medway with our vision for the future outreach development and support that can be provided to local schools. 1.2.3 To secure funding to support exiting provision and look to expand further. 1.2.4 To develop a basic package of provision for LA funding provision and provide additional support at a set fee to schools. 1.2.5 To develop the provision to become a sustainable entity by September 2019. 1.2.6 To regularly review quality of provision to ensure high standards.	P (MSL), ABM (LAH),  P (MSL)  P (MSL) & ABM (LAH)  P (MSL) ABM (LAH) & BSSS Lead (LL)	May 2017 and on-going > Nil cost June 2017 > Nil cost June/July 2017 > Nil cost Sept 2017-2019 > Nil cost June 2018 and then annually > Nil cost	Bid created and submitted. Meeting minutes.  Funding secured.  SLA agreed. Services costed and in place. Expansion of provision. Termly / annual reports written and submitted.	
1.3 To reduce potential for deficit budget.		1.3.1 Review academy budget to reduce outgoings. 1.3.2 For July 2017-July 2018 do not replace staff who leave. With the aim to recruit key staff once academy is in a positive financial position. 1.3.3 To review and trial new strategies for curriculum and pastoral budgets to reduce 'storing of excess resources' and unnecessary expenditure. 1.3.4 To continue to apply for grants and financial support.	P (MSL) & ABM (LAH)  P (MSL)  SLT. ABM (LAH) & SLs  ABM (LAH)	Sept 2017-2018 > Nil cost July 2017 until situation improves > Nil costs Sept 2017-July 2018 > Nil cost	Termly review of budget. P & ABM reports to GB. Review of staffing.  Grant and funding applications and outcomes. Current financial situation is still heading towards deficit.	

Objective						
4. To continue to achieve and sustain successful Academy External Audit for Financial Management						
Targets	KPI	Actions	Lead Person	Deadline/ Cost	Monitoring/ Evaluation	RAG
4.1 To prepare and submit Finance Procedures & Annual Budget detail for annual accreditation of standard.		4.1.1 To review current Financial Policy & Practice. 4.1.2 To brief GB on process and expectation. 4.1.3 To complete assessment documentation and submit to GB.	ABM (LAH)	Sept 2017-2020 on going > Nil cost	Audit reports. ABM reports to GB. GB Minutes.	
4.2 To establish consistency of practices in Financial practice.		4.2.1 To maintain high standard of daily/termly practice. 4.2.2 To review Finance Policy and advise FS&B Committee annually.	ABM (LAH)	Sept 2017-2020 > Nil cost	GB minutes. ABM reports to GB.	
11. OFSTED 2020 Readiness						
Objective						
1. To be secure for Inspection 2020						
Targets	KPI	Actions	Lead Person	Deadline/ Cost	Monitoring/ Evaluation	RAG
1.1 To further develop current routine and systematic system of Monitoring of Standards and collection of evidence.		1.1.1 To ensure that Monitoring of Standards shows outcomes in all areas of •Teaching & Learning •Achievement •Behaviour •Leadership & Management [incl. Governance] •Community & Parent/Carer Engagement 1.1.2 To create a system where all data can be centrally held and accessible.	P (MSL)	2017-2020 with termly review > Nil cost	Standards reports. Monitoring of T&L, BATL, Attendance, L&M and engagement.	
			P (MSL), VP (DMW) & DM (EL)	Sept 2017-2018 > Nil cost	Secure data systems. <a href="#">New approach to be developed.</a>	
1.2 To continue to develop the Central Registry of files (Ofsted Profiles) to show impact and outcomes.		1.2.2 To ensure that the Central Registry includes developed Student Case Study system to show impact of Bradfields 'experience' for exemplar and nominated students. 1.2.3 To continue to update all Central Registry & SED on termly [i.e. x6pa] basis.	P (MSL), VP (DMW) & BZ AP (NZ)	2017-2020 termly updates > Nil cost	Comprehensive Student case studies maintained. Ofsted files updated termly. SED updated on a termly basis. New SED format to be developed for Sept.2019 based on new Ofsted framework.	
			P (MSL), VP (DMW)			

Objective 2. OFSTED CPD						
Targets	KPI	Actions	Lead Person	Deadline/ Cost	Monitoring/ Evaluation	RAG
2.1 To prepare all Leadership & Management particularly new members of staff with updated OFSTED Inspection process and practice INSET/CPD.		<p>2.1.1 To provide in-house OFSTED awareness CPD to :</p> <ul style="list-style-type: none"> <li>• Senior Leadership Team [SLT]</li> <li>• Middle Leadership Team [MLT]</li> <li>• Governing Body [GB]</li> </ul> <p>To ensure they are fully aware of process and practice of Inspection Visit.</p> <p>2.1.2 To provide SLT &amp; MLT Academic &amp; Pastoral Teams with OFSTED awareness CPD specific to their roles and responsibilities.</p> <p>2.1.3 To ensure that CPD implicit in 2.1.1 &amp; 2.1.2 includes reference to :</p> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Single Central Record</li> <li>• Site Security</li> </ul> <p>2.1.4 To revise the process of standards to ensure all are secure in understanding progress made and next steps.</p>	<p>P (MSL) &amp; SLT</p> <p>P (MSL) &amp; SLT</p> <p>P (MSL), VP (DMW) &amp; ABM</p> <p>P (MSL), VP (MDS), APs and AIP (PJ)</p>	<p>On-going 2017-2020 &gt; Minimal costs</p> <p>On-going 2017-2020 &gt; Minimal costs</p> <p>Annually 2017-2020 &gt; Nil cost</p> <p>Sept-Dec 2017, then process to be reviewed annually &gt; Nil cost</p>	<p>Training records and evaluation of impact.</p> <p>Department and Pastoral Reviews.</p> <p>CPD registers and evaluations.</p> <p>Standards reports. AED reports to GB.</p> <p>Standards process to be revised for sept. 2019.</p>	

## **Appendix 1**

Abbreviations used in the ADP:

ABM: Academy Business Manager  
AED: Academy Evaluation Document  
AIP: Academy Improvement Partner  
AP: Assistant Principal  
AT: Admin Team  
BZ AP: Blue Zone Assistant Principal  
COG: Chair of Governors  
CPD: Continued Professional Development  
DM: Data Manager  
EA: Exams Assistant  
GB: Governing Body  
ITT: Information Technology Technicians  
LTAs: Lead Teaching Assistants  
NGT: Nurture Group Team  
OM: Office Manager  
P: Principal  
P&Cs: Parents & Carers  
P&CPT : Parent & Carer Partnership Team  
PFM: Performance Management  
RISP: Rapid Improvement & Support Plan  
PM: Pastoral Manager  
R&GZ AP: Red & Green Zone Assistant Principal  
SLs: Subject Leaders  
SM: Site Manager  
STO: Senior Teacher Outreach  
SP&LT: Speech & Language Team  
TC: Transition co-ordinator  
T&F: Task & Finish  
T&L: Teaching & Learning  
TS: Teaching Staff

Ts: Tutors  
TST: Therapeutic Support Team  
UPST: Upper Pay-scale Teachers  
VP: Vice Principal  
YZ AP: Yellow Zone Assistant Principal

## Appendix 2

Quality Mark & Awards	Date awarded	Web links	Date to be gained/Renewed	Lead	SLT Lead	July 2018	July 2019	July 2020
UCL Beacon School in Holocaust Education QM	Working towards	<a href="https://www.holocausteducation.org.uk/courses-events/beacon-schools/beacon-school-quality-mark/">https://www.holocausteducation.org.uk/courses-events/beacon-schools/beacon-school-quality-mark/</a>	July 2020	SHG	FB			✓
TES Schools Awards	Working towards	<a href="http://www.tesawards.co.uk/tessawards2017/en/page/home">http://www.tesawards.co.uk/tessawards2017/en/page/home</a>	Feb 2018	TBA	MSL		✓	
TA Best Practice Award	January 2019	<a href="https://www.awardplace.co.uk/award/bptag">https://www.awardplace.co.uk/award/bptag</a>	July 2018	DM	NZ	✓		
Mental Health & Wellbeing QM	Working towards	<a href="https://www.optimus-education.com/services/awards/wellbeing-award-schools">https://www.optimus-education.com/services/awards/wellbeing-award-schools</a>	July 2018	DMW	EAH		✓	
RRSA	December 2018 Recognition gained.	<a href="https://www.unicef.org.uk/rights-respecting-schools/">https://www.unicef.org.uk/rights-respecting-schools/</a>	December 2017	NB	MSL		✓	
Kent Messenger Literacy Awards	June 2017, June 2018	<a href="http://www.kmcharityteam.co.uk/schools/kent-literacy-awards/">http://www.kmcharityteam.co.uk/schools/kent-literacy-awards/</a>	Yearly	DJG, CP	DMW/MSL	✓	✓	✓
CPD Mark - Gold Standard		<a href="http://www.cpdmark.co.uk/the-cpd-mark-outline.htm">http://www.cpdmark.co.uk/the-cpd-mark-outline.htm</a>	January 2013	FB/NZ	EAH			✓
Gold Award - Green Tree Schools Award Scheme (link to EcoSchools Award)		<a href="https://www.woodlandtrust.org.uk/get-involved/schools/green-tree-school-award/">https://www.woodlandtrust.org.uk/get-involved/schools/green-tree-school-award/</a>	January 2013	CK	NZ			✓
Primary Languages Quality Mark		<a href="https://shop.hertsforlearning.co.uk/languages/primary-languages-quality-mark">https://shop.hertsforlearning.co.uk/languages/primary-languages-quality-mark</a>		SHG	NZ			✓
Eco-Schools Silver Award		<a href="http://eco-schools.org.uk/">http://eco-schools.org.uk/</a>		CBN	NZ			✓
Arts Mark	Working towards	<a href="http://www.artsmark.org.uk/">http://www.artsmark.org.uk/</a>	May 2015	JH	LBi			✓
Investors in Pupils Quality Mark	Sept. 2018	<a href="http://www.investorsinpupils.org.uk/">http://www.investorsinpupils.org.uk/</a>	November 2016	DT	NZ	✓		
NAACE ICT Quality Mark	Working towards	<a href="https://www.naace.co.uk/school-improvement/ict-mark/">https://www.naace.co.uk/school-improvement/ict-mark/</a>	November 2016	SM	REU			✓
Leading Parent Partnership Award	July 2018	<a href="http://www.prospects.co.uk/WhatWeDo/Education/LeadingParentPartnershipAward.aspx">http://www.prospects.co.uk/WhatWeDo/Education/LeadingParentPartnershipAward.aspx</a>	July 2017	EMD	FB	✓		
Primary Science Quality Mark		<a href="http://www.psam.org.uk/">http://www.psam.org.uk/</a>	July 2017	VB/MO	EAH			✓
Secondary Geography Mark	November 2018	<a href="http://www.geography.org.uk/cpdevents/qualitymarks/secondaryqualitymark/">http://www.geography.org.uk/cpdevents/qualitymarks/secondaryqualitymark/</a>	September 2017	SHG, CK	MSL	✓		
History Association Gold Quality Mark	November 2018	<a href="https://www.history.org.uk/ha-news/news/2329">https://www.history.org.uk/ha-news/news/2329</a>	February 2018	SHG	DMW	✓		
PE & Sport Quality Mark	January 2019	<a href="http://www.afpe.org.uk/physical-education/afpe-quality-mark-for-pe-a-sport/">http://www.afpe.org.uk/physical-education/afpe-quality-mark-for-pe-a-sport/</a>	February 2018	EK	LBi	✓		
Certified as a Mindful Employer		<a href="http://www.mindfulemployer.net/charter/">http://www.mindfulemployer.net/charter/</a>	March 2018		LAH		✓	
Basic Skills Quality Mark [4]	September 2018	<a href="http://www.qm-alliance.co.uk/">http://www.qm-alliance.co.uk/</a>	July 2018	DJG, SAB, MO, VB	DMW		✓	
Prince's Teaching Institute : Leadership Award	February 2016, 2017, 2018	<a href="http://www.princes-ti.org.uk/">http://www.princes-ti.org.uk/</a>	February 2018		MSL	✓	✓	✓
Disability Confident Employer Award	October 2016	<a href="http://www.gov.uk/government/collections/disability-confident-campaign">http://www.gov.uk/government/collections/disability-confident-campaign</a>	October 2019		LAH			✓
RE Gold Quality Mark Award	July 2017	<a href="http://reqm.org/">http://reqm.org/</a>	July 2020	SHG/CB	MSL			✓