

School Development Plan

Kettlethorpe HIGH SCHOOL

Academic Year 23-24

Progress check data collection dates:

Year	Progress 1	Full Report
7	9/10/23	29/04/24
8	22/01/24	03/06/24
9	20/11/23	13/05/24
10	29/01/24	08/07/24
11	02/10/23	15/04/24

SLT Plan monitoring at week 10, week 20 and week 30

Priority	Actions	Timescale of action	Personnel Responsible	Success Criteria/Milestones	Monitoring and Evaluation
1 QUALITY OF EDUCATION, INTENT IMPLEMENTATION IMPACT – CURRENT GRADE 2+					
1.1 Further develop pupils’ resilience as learners through an ongoing emphasis on self-regulation of learning/metacognition and self-efficacy with a particular focus on adaptations for our PP and SEND pupils.	<p>1.1a Self-regulation/metacognition and self-efficacy</p> <p>Review work done last term through staff CPD groups. Use of external consultant to conduct learning walks around school.</p>	11 th to 15 th Sep 23	ICo	<p>1.1a Self-regulation/metacognition and self-efficacy</p> <ul style="list-style-type: none"> Whole staff training will result in lessons which support resilience and self-efficacy, and effective practice is shared. Staff CPD groups will result in teachers having more confidence in using strategies to improve resilience and self-efficacy. These strategies will be shared within these groups and with the whole staff. Visits to lessons will show evidence of pupils not giving up when working independently/in groups or when answering questions in class (in quality of education reviews and bespoke monitoring activities). <p>1.1b SEND/PP</p> <p>SEND P8 score target 2024 = - 0.1</p> <p>All staff will meet Appraisal Target 2 on Resilience in Learning for PP/SEND</p> <p>Data on Y7 project will show the pupils in the cohort are attending well and making good progress with few concerns on Class Charts. The number returned to mainstream timetable is difficult to predict but this figure will show progression.</p> <p>Data on KS3 Enrichment Curriculum will show that 50% of the cohort have been successful as seen in reduced truancy/lesson and work avoidance.</p> <p>Data on pupils on KS4 Alternative Provision pupils will show them attending well and making good</p>	<p>1.1a</p> <p>QA (ICo) - learning walk on SR/SE/metacognition 1 - reported to SLT Dec 23</p>
	<p>Training from external speaker (Huntingdon Research School/EEF) with all staff on evidence-based classroom strategies. This will be based on EEF’s report on Metacognition and Self-regulated learning and the following sequence to pupil independent work:</p> <ol style="list-style-type: none"> 1. Activating prior knowledge; 2. Explicit strategy instruction; 3. Modelling of learned strategy; 4. Memorisation of strategy; 5. Guided practice; 6. Independent practice; and 7. Structured reflection. 	6 th Oct 23	FAn		<p>QA (ICo) - learning walk on SR/SE/metacognition 2 - reported to SLT Feb 23</p> <p>Report to Governing Body (GB) by FAn on 29/01 and 18/03</p>
	<p>Linked to this sequence, Lead Practitioners will launch a strategy called the Red Zone (which forms step 6 of the above sequence) to their CPD groups. This strategy means all subjects will ensure pupils work independently on a frequent basis. Teachers will support pupils in the skills required (based on the training above) and on reflection activities to aid self-regulation of learning.</p>	9 th Oct 23 to 29 th January 24	FAn		<p>QA (ICo) - learning walk on adapted curriculum 1- reported to SLT Nov 23</p> <p>QA (ICo) - learning walk on adapted curriculum 2- reported to SLT on March 23</p> <p>SEND plan updates to SLT by MMu – Nov 23, Jan 24 and March 24</p> <p>Report to Governing Body by MMu: 29/01 and 18/03</p>
	<p>All teachers will meet in CPD groups to link strategies to classes and pupils they teach and to plan out using the Red Zone strategy. All teachers will conduct research and use a Plan, Do, Review approach– and present back to their groups.</p>	Nov 23 and Feb 24	ICo		<p>Reports to Governing Body by LTh: 27/11 and 18/03 and 20/05</p>

Priority	Actions	Timescale of action	Personnel Responsible	Success Criteria/Milestones	Monitoring and Evaluation
	<p>These will focus on finding good practice and sharing this – across the 7 steps model.</p> <p>Feedback and sharing of good practice.</p> <p>Review assessment policy so that it incorporates learning from above so that it provides guidance on assessing and feeding back to promote self-regulation and self-efficacy.</p> <p>1.1b SEND/PP Appraisal target 2 will focus on resilience in learning and behaviour for key PP/SEND pupils/groups of in their classes.</p> <p>Adaptations to curriculum for key SEND pupils will be put in place:</p> <ul style="list-style-type: none"> • Primary curriculum for 2 Y7 groups in the Inclusion Hub with specialist teacher and HLTA. This is a group on each side of the timetable. This will be for approximately 50% of lessons with the objective to increase participation in mainstream lessons. • 2 X KS3 Engagement Curriculum groups for key pupils in Y8 with use of AQA Unit Award Scheme • KS4 Alternative Provision for Y9/Y10 including AQA Unit Award Scheme, COPE, ASDAN, outdoor learning, college provision and bespoke solutions. <p>Due to increase in numbers, Autism training for all staff to support pupils in their learning and resilience. Follow up lesson visits to key pupils by SEND Consultant to offer support and ideas.</p>	<p>Feb –April 24</p> <p>Sep 23 – July 24</p> <p>6th Oct 23 INSET and follow up</p>	<p>FAn</p> <p>FAn</p> <p>GLI</p> <p>MMu</p> <p>MMu</p> <p>MMu</p> <p>ICo/MMu</p>	<p>progress with very few concerns on Class Charts and no lesson avoidance.</p> <p>1.1c PP targets are at 1.2</p>	

Priority	Actions	Timescale of action	Personnel Responsible	Success Criteria/Milestones	Monitoring and Evaluation
	<p>We will raise the profile of SEND and increasing effective delivery to pupils in school by:</p> <ul style="list-style-type: none"> Ensuring attendance of SENCO at Team Leader meetings which need to focus effectively on key non-resilient pupils and adaptations needed for them across school. SENCO to be involved in Pupil Progress Meetings for SEND pupils who are PP. Clear and up to date profiles which enable effective adaptations of learning to build resilience. Support from SEND Consultant to be used across subject areas focussing on planning, delivery and resources for key SEND pupils and the evaluation of success. <p>1.1c PP Pupils – see 1.2 on this plan for overview of the school’s PP Strategy. A copy is available of the website.</p>	<p>Sept/Oct 23</p> <p>Nov 23</p>	<p>LTh/MMu</p> <p>MMu</p> <p>MMu</p> <p>LTh</p>		
<p>1.2 Continue to monitor and review the implementation and impact of the curriculum - so that all achieve as well as possible: ensuring pupils’ learning experiences are rich and suitably challenging and pupils are supported to make the right choices at KS4 through high-quality guidance and by developing new curriculum opportunities in the open bucket where needed.</p>	<p>1.2a - Ensuring pupils’ learning experiences are rich and suitably challenging</p> <ul style="list-style-type: none"> Audit of GCSE results 2023 Results conversations with all Team Leaders. Clear action plans produced by Team Leaders in conjunction with SLT links – with additional support and monitoring where subjects/classes have performed less well than expected. Early Quality of Education reviews and external reviews in key subject areas -including a focus on teaching strategies. Use of support plans with Lead Practitioners where required. 	<p>Sep 23 onwards</p>	<p>GLi</p> <p>GLi/LTh/CHa</p> <p>FAn</p>	<p>1.2a Ensuring pupils’ learning experiences are rich and suitably challenging/1.2d Boys’ achievement –</p> <p>Dance Grade 4+ = 73% Grade 5+ = 65% Grade 7+ = 31% PP Grade 4+ = NA PP Grade 5+ = NA PP Grade 7+ = NA Non PP Grade 4+ = 73% Non PP Grade 5+ = 65% Non PP Grade 7+ = 31%</p> <p>Graphic Communication Grade 4+ = 70% Grade 5+ = 62% Grade 7+ = 28%</p>	<p>1.2a, 1.2b, 1.2d and 1.2e Updates on progress from GLi to SLT after each data collection (see front cover of this plan)</p> <p>Reports to GB in line with the above.</p> <p>1.2c as 1.1c (LTh)</p> <p>1.2b/1.2e Curriculum update to GB on 27/11, 29/01 and 20/05</p>

Priority	Actions	Timescale of action	Personnel Responsible	Success Criteria/Milestones	Monitoring and Evaluation
	<p>1.2b - Curriculum Review The above process will lead into a review of the curriculum to assess where the school needs alternative subjects to GCSE in areas of need (open bucket).</p> <p>We will also map our curriculum offer for SEND pupils.</p> <p>1.2c Pupil Premium The school has a robust plan for pupils supported by the Pupil Premium which includes work on:</p> <ul style="list-style-type: none"> • Attendance with a focus on PP who are persistently absent • Parent/Carer Engagement (key focus area) • Literacy Skills • Self-Efficacy – including work on attitudes to learning with key groups to improve pupil confidence, engagement, and progress. • Self-Regulated Learning • Behaviour <p>A copy of this plan is available on the school’s website.</p> <p>1.2d Boys’ achievement –</p> <ul style="list-style-type: none"> • Research to be conducted on schools where projects in raising the attainment of boys have been successful through the PiXL Insights on Boys’ Achievement publication. • Use of external speakers and Lead Practitioners to provide CPD for staff in teaching strategies. • Use of CPD groups in the second half of the year. • The school’s work on general resilience should have an impact on boys’ progress. 	<p>By Dec 2023</p> <p>See plan milestones</p> <p>Dec 23 – July 24</p>	<p>GLi</p> <p>LTh</p> <p>FAn</p>	<p>PP Grade 4+ = 59% PP Grade 5+ = 40% PP Grade 7+ = 16% Non PP Grade 4+ = 70% Non PP Grade 5+ = 54% Non PP Grade 7+ = 28%</p> <p>Computer science Grade 4+ = 66% Grade 5+ = 47% Grade 7+ = 28% PP Grade 4+ = 60% PP Grade 5+ = 34% PP Grade 7+ = 26% Non PP Grade 4+ = 73% Non PP Grade 5+ = 52% Non PP Grade 7+ = 32%</p> <p>Open bucket Progress 8 = 0.2 PP Progress 8 = - 0.5 Non PP Progress 8 = +0.3</p> <p>The following subjects had a negative P8 score in 2023: Spanish (-0.14), dance (-0.3) citizenship (-0.76), graphic design (-0.8), computer science (-0.91), outdoor pursuits (-0.32) and sports studies (-0.55)</p> <p>Intention: to see all these subjects nearer to 0 in 2024 results. Spanish (0.0), dance (0.0), citizenship (-0.5), graphic design (-0.25), computer science (-0.25), outdoor pursuits (0.1) and sports studies (0.1)</p> <p>Boys progress 8 2023 =+0.04 Girls progress 8 2023 =+0.61 Boys progress 8 2024 =+0.3</p> <p>1.2b - Curriculum Review/1.2e Guidance for KS4 choices Curriculum matches the needs of PP and SEND pupils.</p>	

Priority	Actions	Timescale of action	Personnel Responsible	Success Criteria/Milestones	Monitoring and Evaluation
	<p>1.2e Guidance for KS4 choices There will be a robust options process which will include taster lessons, a Choices Evening and checking of groups to ensure that courses are appropriate for learners – this will include scrutiny for all PP and SEND pupils.</p>	<p>Dec 23 – March 24</p>	<p>GLi</p>	<p>SEND and PP pupils are engaged in learning on their choices at KS4 – strong attendance and positives on Class Charts and reduced/low concerns.</p> <p>1.2c PP Targets from PP Strategy: PP Parent/Carer Engagement Parent/Carer attendance to consultation evenings (2022/23): Y7 Tutor Evening 63.64% (PP) 81.03% (non-PP) Y7 Consultation Evening 48.75% (PP) 81.08% (non-PP) Y8 Consultation Evening 43.96% (PP) 76.49% (non-PP) Y9 Consultation Evening 73.33% (PP) 73.93% (non-PP) Y10 Consultation Evening 43.24% (PP) 76.45% (non-PP) Y11 Consultation Evening 1 35.29% (PP) 80.83% (non-PP) Y11 Consultation Evening 2 46.15% (PP) 75.56% (non-PP) Intention: bring these figures in line.</p> <p>PP Literacy Skills In 2023/24 we will collect predictions in KS3 rather than CWA. This will facilitate more accurate measuring of the impact of this strategy plan on improving literacy skills. Y9 50.65% on target in English Language (PP) 67.37% on target in English Language (non-PP) Y10 34.25% on target in English Language (PP) 55.14% on target in English Language (non-PP) Intention: bring these figures in line.</p> <p>P8 English (SMID 08/09/2023) -0.56 (PP) 0.56 (non-PP) Intention: bring these figures in line.</p> <p>53.68% of PP pupils have a reading age below their chronological age Intention: reduce this figure each year.</p>	

Priority	Actions	Timescale of action	Personnel Responsible	Success Criteria/Milestones	Monitoring and Evaluation
				<p>Self-efficacy Intention: Conduct pupil voice in Autumn Term 2023 to identify PP eligible pupils for whom further intervention on this is required.</p> <p>Self-Regulated Learning Y7 Average ATL 2.15 (PP) 1.81 (non-PP) Y8 Average ATL 2.05 (PP) 1.77 (non-PP) Y9 Average ATL 2.32 (PP) 1.82 (non-PP) Y10 Average ATL 2.09 (PP) 1.85 (non-PP) Y11 Average ATL 2.19 (PP) 1.8 (non-PP) Intention: bring these figures (from 2022/23) in line with 2023/24</p> <p>Y11 Results 2022/23 (P8 figures from SMID 08/09/2023) 39.6% achieving 4+ in both English & maths (PP) 80.1% achieving 4+ in both English & maths (non-PP) 26.4% achieving 5+ in both English & maths (PP) 62.5% achieving 5+ in both English & maths (non-PP) 7.5% achieving 7+ in both English & maths (PP) 22.1% achieving 7+ in both English & maths (non-PP) Intention: bring these figures in line. 30% of PP pupils with positive P8 Intention: increase this figure each year. P8 -0.82 (PP) 0.52 (non-PP) Intention: bring these figures in line.</p>	
<p>1.3 Literacy and numeracy - Build on the current approach to develop and implement strategies to improve pupils' literacy and numeracy, particularly for disadvantaged pupils and those with SEND who need tailored support.</p>	<p>1.3a Literacy Key area of focus here will be developing pupil resilience in extended and independent writing through CPD and supporting lesson delivery. Continuation of 22/23 programme of CPD on extended writing skills and building teacher toolkit for writing development.</p> <p>Support from external consultant (SEND specialist) working on literacy as required across the curriculum for SEND pupils.</p>	<p>Nov 23 Onwards</p> <p>Oct 23 onwards</p>	<p>CHa</p> <p>MMu</p>	<p>1.3a Literacy Red Zone will become embedded by staff across all departments.</p> <p>Pupil voice will demonstrate familiarity with the process.</p> <p>Extended writing strategies will be re-visited for new and existing staff; strategies will be shared and exemplified across different departments through a 'best practice' writing guide.</p>	<p>1.3a Literacy updates to SLT (CHa) on wc/ 13/11; wc/ 26/02; wc/ 03/06 (following literacy work scrutiny) Spring 24 for review on Red Zone and impact of Writing Strategies CPD booklet. Literacy updates to GB (CHa)</p>

Priority	Actions	Timescale of action	Personnel Responsible	Success Criteria/Milestones	Monitoring and Evaluation
	<p>1.3b Numeracy Ensure consistency of practice/methods/language where subjects involve significant numeracy content – by linking a mathematics specialist to these teams.</p> <p>Appoint lead for STEM and establish cross curricular working group/s</p> <p>Support from external consultant (SEND specialist) working on numeracy concepts as required across the curriculum for SEND pupils.</p>	Nov 23 onwards	<p>GLi</p> <p>GLi</p> <p>MMu</p>	<p>Work scrutiny and other QA monitoring activities will demonstrate implementation of different writing strategies with positive outcomes, particularly PP/ SEND.</p> <p>Work scrutiny of pupils with SEND (as part of department QA activities) will show adequate scaffolding and adaptive teaching which enables better access to and progress along the curriculum.</p> <p>SEND English Language 4+ = 49% SEND English Language 5+ = 45% SEND English Language 7+ = 17% SEND English Literature 4+ = 69% SEND English Literature 5+ = 52% SEND English Literature 7+ = 19%</p> <p>QA of literacy across school shows consistency in approach and effective adaptations for SEND pupils.</p> <p>1.3b Numeracy All relevant subjects will have been matched to a mathematics teacher and materials and approaches adapted.</p> <p>SEND maths 4+ = 66% SEND maths 5+ = 44% SEND maths 7+ = 15%</p> <p>QA of numeracy across school shows consistency in approach/language and effective adaptations for SEND pupils.</p>	<p>Governors 2 (Monday 27th Nov) Governors 4 (Monday 18th March)</p> <p>1.3b Numeracy updates to SLT (Gli) Jan 24 and June 24</p> <p>Numeracy updates to GB (Gli) 18/03</p>

Priority	Actions	Timescale of action	Personnel Responsible	Success Criteria	Monitoring and Evaluation
BEHAVIOUR AND ATTITUDES – CURRENT GRADE 2+					
2.1 Provide further support to develop pupils’ resilience, especially those who struggle to self-regulate their behaviour, through consistent application of the school’s behaviour policy and restorative/trauma informed approaches as appropriate.	<p>2.1a Resilience Linked to 1.1, we will work on strategies to support pupils who struggle to self-regulate their behaviour to enable them to behave appropriately and to become resilient and independent by:</p> <ul style="list-style-type: none"> Regular CPD for staff to embed consistency in the Behaviour Policy Supporting pupils to engage in lessons and reduce lesson/work avoidance by adaptations to the curriculum (see 1.1) Improve pupil engagement and self-efficacy by creating pages for alternative curriculum options and engagement programme on the school website to include information for parents/carers and celebrations of pupil progress. Involve pupils in content creation. Supporting pupils to reflect on their behaviour and improve their mental health and self-efficacy through individual and group interventions. Employing a lead on education outside mainstream lessons who will work on the provision of purposeful adaptations for those pupils working in the Inclusion Hub or on AP/Step Out/ or at home. High Tariff High Impact meetings (at DHT level) will monitor the impact of strategies being used with key pupils in both key stages involving a regular Plan, Do, Review approach and clear communication with all staff. High 	INSET Day 1 Sep 23 – and then regularly	ABe	<p>2.1a Resilience For High Tariff pupils being supported and monitored, Class Charts shows a reduction in negatives and an increase in positives. Minutes of HTHI meetings show positive outcomes are achieved.</p> <p>Internal truancy/lesson avoidance is reduced.</p> <p>Work for pupils outside of main lessons is purposeful and rewarding and pupil make progress despite not being in lessons/school.</p> <p>2.1b SEND/SEMH Staff confidence – at all levels - is improved following the training sessions and strategies are put into practice.</p> <p>Work done with key identified pupils (Y10 target group) has tangible impact - fewer concerns, improved attendance in school and in lessons, increased positive/ethos points, reduction in negative points and sanctions used.</p>	<p>2.1a Updates on alternative curriculum options to SLT by JWw/MMu each half term.</p> <p>Reports on above to GB (JWw/MMu): 27/11, 29/01 and 20/05</p> <p>JWw monitoring of HI pupils to GB Behaviour committee as calendared.</p> <p>GLi updates on work done for pupils outside mainstream lessons to SLT: Nov 23, Jan 24, March 24 and May 24</p> <p>2.1b SEND/SEMH Monitoring of selected Y10 cohort involved in trauma informed pilot by MMu will be used at the above monitoring points too.</p>
		Sep 23 - July	JWw/MMu		
		Sep 23 - July	MMu		
		Sep 23	GLi		
			JWw		

	<p>Tariff pupils are those most struggling to regulate their behaviour.</p> <p>21.b SEND/SEMH Work with Trauma Informed Consultancy Services Ltd on a whole school project looking at trauma informed practice and restorative approaches for pupils with complex behavioural needs who struggle to regulate their behaviour (High Tariff). This will involve:</p> <ul style="list-style-type: none"> • Half day of training/auditing for SLT • Half day training for whole staff on their roles and how they can deal more effectively with this vulnerable group of pupils (de-escalation, restorative approaches, regulation based strategies, effective praise and positive regard). This is essential for some pupils and beneficial for all. • Work in class with identified staff and pupils following this training (target group of Y10 girls). • Sharing of good practice across school to embed learning. 	<p>25/09/23 17/11/23</p> <p>Oct 23 onwards</p>	<p>MMu/FAn MMu/FAn</p> <p>MMu</p> <p>MMu/FAn</p>		
<p>2.2 Continue to focus on improving the attendance of disadvantaged pupils and those with SEND, particularly those for whom persistent absence is a barrier to learning.</p>	<ul style="list-style-type: none"> • Continued systematic approach to improving attendance for all pupils now including using data to identify trends and be proactive in looking patterns of poor attendance (across year groups, characteristics, days). • PP groups/pupils who are PA/SEND – this will include a fine grained focus on vulnerable pupils and groups (e.g., PP who are PA/SEND); regular monitoring and challenge is needed here and looking at early intervention and extensive work with families/parents/pupils. • Increased hours (1 day a week) from educational psychologist to provide early support and work with pupils/groups of pupils to build resilient attitudes to school/learning. 	<p>Sep 23 – July 24</p>	<p>GLi</p>	<p>PP Attendance 2022-23 82.72% (PP) 93.75% (non-PP) Intention: bring these 2 figures in line.</p> <p>46.1% PP pupils PA (2022/23) 50.1% PP pupils PA (2021/22) Intention: reduce this figure each year.</p> <p>PA PP pupils = 40% Attendance PP pupils = 85% Attendance non pp pupils = 95%</p>	<p>Attendance updates to SLT by GLi: monthly</p> <p>Attendance updates to GB by GLi: each meeting.</p>

Priority	Actions	Timescale of action	Personnel Responsible	Success Criteria	Monitoring and Evaluation
PERSONAL DEVELOPMENT– CURRENT GRADE 1					
3.1 Fully embed the Kindness Charter across the school.	Relaunch of the school’s Kindness Charter (KC) with all year groups through assemblies and drop-down day.	September 2023	JWr	<ul style="list-style-type: none"> Weekly report will be used effectively to amend unkind behaviour and reward kind behaviour. Fuller reporting will show, that where pupils were showing unkind behaviours, these are reducing. An ethos of kindness will be tangible across school with several quality events having significant impact from our pupil Equality Ambassadors. 	Kindness Charter Updates by JW r to SLT: monthly And to GB on 29/01 and 20/05
	Publication and production of the charter around school	September 2023	JWr		
	Use of weekly report on specific pupils who have shown kindness and unkindness – leading to restorative conversations, sanctions (where required) and to rewards for to pupils showing kindness.	On going.	ABe		
	Recruitment of further pupil kindness ambassadors (Equality Ambassadors) in new Y7 cohort.	Sep 2023	JWr		
	Development of the role of pupil Equality Ambassador through use of a pupil voice group feeding into SLT and by their use in working in their year teams on equality events such as Black History Month, World Kindness Day and International Women’s Day. Positive reinforcement in subject areas where this is relevant	Sep 23 onwards	JWr		
3.2 Continue to monitor attitudes to learning, providing bespoke support on resilience and self-efficacy for pupils who struggle to meet expectations.	Raising the profile of ATL with pupils through assemblies at the start of the year and before/after every data collection	Sep 23/ Oct 23	CHa/LTh/ABe	<ul style="list-style-type: none"> ATL grades given by staff will be accurate based on the Growth Mindset criteria. These will be used to target pupils and those in target groups will significantly improve in their next report. Whole staff training will result in lessons which support resilience and self-efficacy, and effective practice is shared. Pupils in target groups will increase their average ATL grade. 	Updates to SLT by JW r after each data collection. Reports to GB in line with the above and specifically on 29/01 and 20/05
	Reminders to staff about realistic ATL grades prior to and throughout reporting cycles	Starting Oct 23	JWr		
	Identification of groups (including SEND and PP pupils) for whom ATL is an issue and then small group interventions – this will start early for Y7 directly after their first report in term 1.		JWr		

	Work with other year groups will follow each results cycle.		JWr		
--	---	--	-----	--	--

Priority	Actions	Timescale of action	Personnel Responsible	Success Criteria	Monitoring and Evaluation
LEADERSHIP AND MANAGEMENT – CURRENT GRADE 1					
4.1 Ensure that all those who are new to senior and middle leadership are provided with excellent support to enable them to work as effectively as possible within their teams.	Current and new SLT members will have training from Maggie Farrar on leadership and teamwork – this will also include middle leaders who are new to leadership.	Sep 23	TGr	SLT Team will work together as an effective team with a secure culture and ethos so that all members can embody responsive and resilient leadership. Efficient use of SLT working groups enables swift delivery of SDP/strategic actions.	TGr feedback to GB through HT report to GB.
	Additional senior leadership groups will be created. One for Teaching and Learning and one for behaviour and attitudes – these will enable operational work to be managed and SLT to focus together on strategic work.	Sep 23 – end of the year	ICo		
	National Professional Qualifications will be offered to all SLT and middle leaders.	On-going	FAn		
	SLT links will coordinate support for new middle leaders		FAn/CHa/ABe		