

GEP Secondary School Development Plan

2018-2021

Fullbrook

Fullbrook Priorities for 2018/19

1. Fullbrook 6

- Fullbrook to be the Number 1 place of choice for A Levels in the Woking and Runnymede Area
- Every Fullbrook 6 student to be recognised as outstanding in their field through high quality learning experiences and outstanding personal development
- Every Fullbrook 6 student to realise their potential in society to meet the challenges of a changing world with success

2. Improvement of **achievement and progress of all** students with particular focus on

- Students who are economically disadvantaged and have an additional area of need
- Students with special educational needs and disabilities (SEND)
- Students who have high prior attainment

Vision and Values

Vision Statement

GEP: The Guildford Education Partnership (GEP) is a developing Multi Academy Trust with a cross-phase family of schools with the common aim of continuous school improvement through challenge, collaboration and support. We seek to be a network of schools where every young person receives the best possible education through the sharing of outstanding practice and world class professional development opportunities for staff. The Guildford Education Partnership believes that all schools are more effective when they work in partnership than when they stand alone. We value and embrace each school's uniqueness and the bespoke community it serves, whilst seeking to learn from and share with each other so that we spread excellence effectively.

Fullbrook: **The Fullbrook community inspires an active passion for learning in everyone. We challenge, respect and support each other to be better than we ever thought we could be.**

Collective Values (taken from GEP Strategic Plan)

- ❖ We promote excellence, personal achievement and the realisation of every young person's potential - irrespective of their gender, race, ability or background
- ❖ We believe that young people should be at the centre of everything we do and that they should receive the best possible education
- ❖ All schools in the GEP partnership will be working towards or maintaining outstanding status

Effectiveness of Leadership and Management (1)

GEP Objectives (taken from GEP strategic plan)						
Develop Talent Management Programme across GEP	Develop joined up practice in recruitment across GEP	Develop Leadership across GEP	Share GEP Vision with all stakeholders			
Fullbrook						
Objectives	Processes and Actions	Impact Criteria	Cost and Resources	Time Frame (indicate date)	Lead	
<p>1.1 Vision Promote school vision and corporate image</p>	<p>Promote new vision of Fullbrook with all stakeholders – Staff, students, parents, Governors, Local feeder schools. Use new corporate image to show our vision.</p> <p>Implement and embed change of uniform.</p> <p>Share GEP vision and strategic direction with all stakeholders.</p>	<p>Renewed drive for excellence with re-articulated values and 21st century corporate image.</p> <p>Fullbrook, first choice for learning in the local community.</p> <p>All understand and benefit from GEP membership</p>	<p>PP funding plans for new uniform for disadvantaged students</p>	<p>Implementation Sept 210 p</p>	<p>KJM Governors SLT</p>	
<p>1.2 Leaders of the future To grow and nurture leadership capacity across the school</p> <p>Develop members of the leadership team to strengthen leadership skills and promote career pathways.</p>	<p>SLT Leadership development using LM tools and resources</p> <p>Identify training needs from autumn appraisal and apply appropriate CPD, checking whole school progress through data drop analysis and SRR.</p> <p>Utilise colleagues on middle and senior leadership</p>	<p>An effective leadership team in place that creates a culture of excellence in all areas of school life.</p> <p>Improved outcomes for achievement and attendance.</p>	<p>CPD costs</p> <p>Time to work alongside</p>	<p>ongoing</p>	<p>GEP KJM SSP Headteachers</p>	

<p>Develop Talent Management Programme to identify, develop and support leaders and excellent teachers of the future to have planned careers in GEP.</p> <p>Continue to develop middle leadership across the school.</p> <p>Develop leadership in SEND</p>	<p>programme to take on whole school projects addressing needs of the SDP Prioritise partnership working across GEP.</p> <p>Develop talent management working group across GEP. Develop Talent management panels. Acquire and utilise talent management tools to identify talent. Develop methodology to have planned career pathways for all.</p> <p>Utilise RAF forum to work on a range of leadership activities including granular approach to whole school book scrutiny.</p> <p>Identify suitable candidates for NASENDCo award and specialist assessor qualifications</p>	<p>Excellent retention of staff.</p> <p>Supporting the education system though supply of high quality senior leadership.</p> <p>Equitable talent management programme in place.</p> <p>Increased capacity for leadership in SEND and Inclusion in Fullbrook and across GEP.</p>	<p>colleagues in the GEP</p> <p>Cost of talent management advice and tools</p>			
<p>1.3 Recruitment To ensure all classes can be taught by a specialist and to a high standard.</p>	<p>Explore creative methods of recruitment and meeting teaching requirements :</p> <ul style="list-style-type: none"> • Develop recruitment from Ireland in partnership with George Abbott training school • Develop and share strategies for use of Singapore model as piloted in science 2017-18 • Form partnerships with universities (presence at job fairs) <p>Support short term staffing needs across GEP</p> <p>Develop number of Initial Teacher Trainees at Fullbrook</p>	<p>All classes have specialist teacher contact.</p> <p>Increased number of trainees at Fullbrook.</p> <p>Increased numbers of trainees who take jobs at Fullbrook or across GEP.</p>	<p>Cost of stands at uni careers fairs</p>		<p>TYS</p> <p>GAS Teaching School</p> <p>LM Science</p> <p>SSP</p>	
<p>1.4 Systematic ongoing school improvement Appraisal → SRR → CPD cycle to be closely linked and driven by needs of SDP to support whole school development to provide outstanding teaching and learning to every</p>	<p>Review and revise SRR process to meet requirements of piloted granular approach</p> <p>Ensure rigour in SRR judgements through use of expertise across GEP</p> <p>Implement new GEP Pay and Appraisal Policy</p>	<p>Results meet whole school targets (See section 3)</p> <p>Moderation of staff targets demonstrate parity and unrelenting focus on improving outcomes as agreed.</p>	<p>Consultancy fee</p>	<p>2018-19</p> <p>Sept '19</p>	<p>SSP</p> <p>KJM</p> <p>A Roache (GEP Director of Education)</p>	

student every lesson every day	Continue to align CPD programme with GEP to meet needs of staff from appraisal and to support SDP				J Coles (HR Manager)
<p>1.5 Outstanding Governance Embed new governance structure</p> <p>To grow governance capacity and ensure succession planning for key governor roles.</p>	<p>Continue to ensure that governors receive training which is pertinent to their role and in line with most recent OfSTED framework</p> <p>Establish the purpose and function of governor school visits and create a programme to schedule these.</p>	<p>Governors to be fully equipped with the most relevant, recent CPD.</p> <p>Governor visits to be regular, productive and discerning. Minutes to show evidence of challenge and strategic direction.</p>	Babcock 4S Service Level Agreement	2018-19	<p>Paul Ballard KJM</p> <p>C Tweedale (GEP CEO)</p> <p>F Roche (GEP Chair of Trustees)</p>
<p>1.6 Safeguarding See 4.4</p>	<p>All Governors to further develop safeguarding knowledge. Second governor to shadow safeguarding governor role.</p> <p>Safeguarding governor to visit other GEP schools to review.</p>	All governors take responsibility for safeguarding, evidenced through challenging questions at governors meetings, reported actions of the safeguarding governor, shadow safeguarding governor in place.		Dec 2018	<p>P Ballard M Robinson KJM</p>

Quality of Teaching, Learning and Assessment (2)

GEP Objectives (taken from GEP strategic plan)						
Develop expertise and leadership SEND		Development of evidence informed pedagogy and practice		Develop Oracy skills across GEP		
Moderation and Standardisation used across GEP to raise standards for all.		Development of high levels of confidence for students to learn independently		Raise achievement in the Core		
Fullbrook						
Objectives	Processes and Actions	Impact Criteria	Cost and Resources	Time Frame (indicate date)	Lead	
<p>2.1 Reducing Teacher Workload Review marking to reduce burden on teachers.</p> <p>Develop parental involvement to support students' learning from home.</p>	<p>Continue to reduce marking by examining each subject area to reduce marking and feedback to focus on fewer deeper marked pieces, freeing time for teaching and learning.</p> <p>Reduce workload through developing use of parents to support learning. HOFs develop sets of subject specific strategies parents can use to give support at home for a subject despite parents not having expertise.</p> <p>Develop support strategies for parents who may find this more difficult.</p>	More time for staff to prepare inspiring lessons	time	Summer 2019	KJM SLT LMs HOFs JAB	
<p>2.2 Raise Achievement in the Core subjects (GEP)</p>	<p>Develop achievement and progress in English, Maths and Science through sharing good practice across GEP by supporting and participating in subject specific conferences in these subject areas.</p> <p>Evaluate this approach to consider expansion to other subjects in the future.</p>	Teachers inspired and empowered to be even more inspirational in their classrooms.	Time to organise Cost of conference and speakers.	Summer 2019	SSP T&L group HOFs E, M, S	
<p>2.3 Teaching and Learning pedagogy and practice Teaching & Learning group disseminate evidence based best pedagogy and practice across the school community.</p>	<p>See Teaching and Learning Action Plan which includes: T&L group focus on:</p> <ul style="list-style-type: none"> Disadvantaged SEND More able <p>T&L group to develop and embed:</p>	Outcomes (SRR/performance data/GEP peer review) to reveal that teaching is either good or better in every classroom.	Within TLR structure. Bursaries for T&L reps	ongoing	TYS KMR T&L reps	6

<p>The powerhouse of development in T&L</p>	<ul style="list-style-type: none"> • High levels of confidence in students to learn independently • Growth Mindset • Interleaving • Revision techniques from yr. 7 • Development of support for mathematics skills across the curriculum in line with requirements of new specifications. • LLL- develop focus on Oracy • Excellent pedagogy and practice in 3 yr GCSE programmes <p>Participation in NFER research project (GEP)</p>					
<p>2.4 Addressing Underachievement To raise achievement and aspirations of underachieving groups across the school.</p> <ul style="list-style-type: none"> • Disadvantaged • SEND • More able • Upper band boys 	<p>Use Teaching & Learning Champions and work in partnership with GEP to identify best practice for each group and develop this work through faculties</p> <p>See Faculty Development Plans See Disadvantaged Students plan See SEND plan See Teachign and Learning Action Plan See More Able plan See F6 action plan</p> <p>Increase engagement and participation of vulnerable groups in enrichment and student voice initiatives.</p> <p>Partner work with Eikon and other external agencies to garner appropriate support and guidance.</p>	<p>Underachieving groups to achieve faster progress as measured in routine tracking.</p> <p>B4L data shows a hunger to learn in these groups</p>	<p>Within TLR and leadership structure.</p> <p>Bursaries for T&L reps</p>	<p>Summer 2019</p>	<p>TYS</p> <p>SLT</p> <p>LMS</p>	
<p>2.5 Literacy and Numeracy across the curriculum To develop student literacy and numeracy skills across the curriculum.</p>	<p>Continue to develop Numeracy across the curriculum in line with requirements of new specifications.</p> <p>Develop approach to oracy development. Relaunch other LLL strategies including LLL marking criteria, student pre-mark using SPS approach, reading.</p>	<p>Faculties have a consistent approach to mathematical aspects of their curricula.</p> <p>Improved whole school literacy and oracy support raising achievement.</p>			<p>EZG</p> <p>KMR</p>	

<p>2.6 Homework Homework supports independent learning whilst reducing workload on staff.</p>	<p>Embed the policy of 3 part approach to homework which requires reasonable and achievable volume of homework - which is co-ordinated harmoniously across subjects.</p> <p>Develop high levels of confidence in students to learn independently</p> <p>Use evidence based research to consider new approaches to homework</p>	<p>Analysis tool in <i>Show My Homework</i> to reveal best practice in homework setting. Teacher workload reduced</p>	<p><i>Show My Homework</i> £3,000</p>		<p>TYS SLT LMs& HOFs</p>	
<p>2.7 New GCSE specifications Embed new GCSE specifications</p>	<p>Collaborate with GEP colleagues to raise achievement through standardisation and moderation</p>	<p>July 2019 results show progress by whatever measure places Fullbrook in at least the good category.</p>	<p>Within TLR structure.</p>		<p>All</p>	
<p>2.8 Assessment Planned assessment provides realistic data to support progress in learning</p>	<p>See Faculty development plans.</p> <p>Review formal exams cycles at KS4 & 5</p>	<p>Good and outstanding assessment outcomes maintained. Students able to articulate targets, current progress and how to get there</p>			<p>TYS SLT LMs</p>	
<p>2.9 Reporting Review and Develop the reporting system.</p>	<p>Change approach to reporting at KS4 using outcomes of consultation March 2018</p> <p>Develop use of band statements to show greater meaning to numbers and graphs in reports for KS3.</p> <p>Develop reporting at KS5</p>	<p>The reporting system is better communicated to parents Parents empowered to support students learning.</p>	<p>Within leadership structure</p>		<p>TYS DAH</p>	

Outcomes for Pupils (3)

GEP Objectives (taken from GEP strategic plan)

Reduce difference in achievement of disadvantaged students and others

Reduce difference in achievement of SEND students and others

Fullbrook

GCSE	2018 Outcome	2019 Target
Average attainment 8 score per pupil	48.9 (31.74)	
5+ grades 9-4 inc. Eng & Maths	64 (26.3)	
5+ grades 9-5 inc. Eng & Maths	44.3 (10.5)	
English 4+	84 (69)	
English 5+	69 (33)	
Maths 4+	82 (64)	
Maths 5+	57 (22)	
4+ Eng & Maths	75 (58)	
5+ Eng & Maths	50 (18)	
4+ in 2 Sciences	0.63	
5+ in 2 Sciences	0.42	
EBacc entry	44.75 (21.05)	
Ebacc 4+	0.28	
Ebacc 5+	0.19	
Progress 8 Estimate	-0.05	

A Level	2018 Outcome	2019 Target
Grades A*-B	41%	
Grades A*-C	77.0%	
Average point score	35.3%	
L3VA	1.0%	
Post-16 retention		
Destinations		

Personal Development, Behaviour and Welfare (4)

GEP Objectives (taken from GEP strategic plan)						
Development of aspiration for all students		Develop GEP careers strategy		Mental health awareness and prevention of ill health		
Fullbrook						
Objectives	Processes and Actions	Impact Criteria	Cost & Resources	Time Frame (indicate date)	Lead	
<p>4.1 <u>Behaviour and Conduct</u> Introduce new conduct system so all embrace 'The Fullbrook Way'</p>	New conduct policy launched and embedded	<p>Reduced inclusion days and FTEs Reduction in FTEs and inclusions days for disadvantaged and SEND students</p>		Summer 2019	<p>SHM HOLs</p>	
<p>4.2 <u>Careers Education</u> To continue to develop and maintain effective independent careers education, information, support and guidance for all students in line with the 8 Gatsby benchmarks.</p> <p>To ensure that all students are on an appropriate course and are exceptionally well prepared for the next stage in their education, training or employment.</p> <p>Focus on Inspiring aspiration</p>	<p>Maintain the use of an independent careers advice service (Innovate)</p> <p>Vulnerable students are targeted, through CEIAG, to ensure appropriate Post 16 provision is adopted.</p> <p>Develop work experience</p> <p>To continue to expand and publicise careers talks.</p> <p>To review and renew the current careers education through tutor programmes and Deep Learning days.</p> <p>See CEIAG plan and Disadvantaged Plan</p> <p>Academy tutor group stream to include 'Inspire to Aspire' groups</p>	<p>Destinations data reveals success.</p> <p>Student research (questionnaires/feedback) reveals impact of new careers strategy</p> <p>Disadvantaged students have greater aspiration and a clear careers plan to achieve their goals. B4L data shows disadvantaged students motivated to support own learning.</p>	Innovate £3,000		<p>SSP and LZS Debbie Hewitt</p>	

among disadvantaged students starting in year 7						
<p>4.3 Attendance To maintain outstanding overall attendance/PA/punctuality figures.</p> <p>To diminish the difference between the attendance of vulnerable groups and that of their peers.</p>	See Attendance Plan which describes comprehensive strategies to improve attendance.				Diane Sherman KJM	
<p>4.4 Safeguarding To ensure a safe environment for learning where students feel supported and bullying and harassment are tackled effectively with particular attention to vulnerable groups and a tolerant and empathetic culture is formed.</p>	<p>Maintain outstanding safeguarding practices, including development of improved safeguarding of alternative provision students and development of online safeguarding strategies. (3G/4G access- see safeguarding action plan)</p> <p>Anti-bullying leadership to become integral part of the pastoral leadership team’s work</p> <p>Use the Single Equality Scheme to tackle prejudice and intolerance.</p>	<p>External Safeguarding Audit shows outstanding safeguarding practice</p> <p>Reliable data on anti-bullying shows effective handling of incidents.</p>	Within TLR structure		KJM, JAB, SHM, CS1 HOLs	
<p>4.5 Mental Health Awareness Develop whole school approach to promote mental well-being (will closely link to 4.4)</p>	<p>Partnership working with Eikon – new programme for Yr 7 to develop resilience</p> <p>Fundraising to secure the support of Briony Foat, Eikon youth worker, in school.</p> <p>Tutor Programme and DLDs</p> <p>Equalities scheme</p> <p>TAMHS</p>	<p>Preventative programme in place</p> <p>Effective support for those requiring early intervention for mental health issues.</p>			JAB, SHM, CS1, Eikon (TYS, Emma Williams, ST1- Alternative provision team) EW and SB	

The Effectiveness of 16-19 Study (5)

Fullbrook 6 Action Plan						
<ul style="list-style-type: none"> • Fullbrook to be the Number 1 place of choice for A Levels in the Woking and Runnymede Area • Every Fullbrook 6 student to be recognised as outstanding in their field through high quality learning experiences and outstanding personal development • Every Fullbrook 6 student to realise their potential in society to meet the challenges of a changing world with success 						
Strands of Development <ol style="list-style-type: none"> 1. Teaching and Learning – Raising Achievement 2. Marketing and recruitment - Reaching those who don't currently know Fullbrook 3. Resources and Facilities- logistics and transport to site 4. Pastoral and Enrichment 5. Post 18 Destinations –progression from F6 into the future 						
Fullbrook 6						
Objectives	Processes and Actions	Impact Criteria	Cost & Resources	Time Frame (indicate date)	Lead	
1. Teaching and Learning- Raising Achievement To ensure all students achieve equally well across all subjects	T&L group to drive stretch and challenge approaches across all subjects.	AAB targets met F6 achievement targets met. All subject to achieve at least VA average compared to national.		Aug 2018	DAH KMR & T&L	
	T&L group initiatives to deliver F6 lesson expectations to A level teachers – ‘The Universal Principles of Successful Learning’	Students trained on independent learning		Sept 2018	DAH with RAF/SL	
	Develop Central CPD to develop inexperienced KS5 teachers	Appropriate Learning conversations enabled in faculties		Sept 2018	DAH with SSP	
	Improved data analysis tools – observe/investigate other school/sixth form models	T&L improvements through		Sept 2018	DAH/GT/RAF	
	F6 only Faculty Reviews - Prioritise faculties based			Aug 2019	DAH with	

	<p>on development needs. External advisers to be sought for critical process</p> <p>Targeted intervention following data drop analysis and progress meeting with HOF and SLs.</p> <p>Programme of induction developed, especially to meet needs of external students joining F6</p> <p>Academic Mentoring</p>	<p>systematic focus on development needs highlighted by external ‘critical friend’</p> <p>Faculties hitting Alps 2 in AS and A level examinations</p> <p>F6 specific SRR shows outstanding teaching in all lessons every day</p> <p>Use to challenge students more on independent Learning skills. Use DLD to model the meeting between Tutor & student</p>		<p>Sept 2018</p> <p>Sept 2018</p>	<p>SSP/RAF/SL</p> <p>DAH/CBT/JB</p> <p>CBT/F6 tutors</p> <p>F6 Tutors</p>	
<p>2. Marketing and Recruitment</p> <p>Raise awareness of F6 to new feeder schools – increase numbers in F6 - 150+ in Yr12</p>	<p><u>Internal recruitment</u></p> <p>F6 Website and Prospectus</p> <p>Promotion to Year 10 – assemblies, tutor visits using 6SLT, Open Evening, Posters around school. ‘Little and often’ promotion and visits to F6</p> <p>Use of current students to lead lower school assemblies and visit tutor groups. F6 building visits.</p> <p>Alumni recommendations and destinations used for marketing</p>	<p>Up to date content and more appealing visuals</p> <p>Awareness raised and competition met head-on</p> <p>Lower school students more aware of F6</p> <p>Increased awareness of success</p>	<p>£5.5k</p>	<p>May 2018</p> <p>June 2018</p> <p>Dec 2018</p> <p>Dec 2018</p>	<p>DAH/LM</p> <p>DAH/CBT</p> <p>DAH/JXB</p> <p>DAH</p>	

	<p><u>Local 11-16 schools</u></p> <ul style="list-style-type: none"> Promotion to Year 10 – assemblies, tutor visits using 6SLT, Open Evening, Invites to attend taster sessions. Woking High, BDB, Jubilee, Magna Carta Open evenings and curriculum fayres Develop social media to support students and parents Year 10 parents evenings Programme of pre-A level twilight taster lesson packages 	<p>Awareness raised and competition met head-on. Increased numbers of external applicants</p> <p>Provide revision/taster lesson blocks to raise awareness of quality teachers</p>		<p>June 2018</p> <p>Dec 18</p>	<p>DAH/CBT</p> <p>CBT/SS</p> <p>DAH/LM</p> <p>KJM/DAH/CBT</p> <p>DAH/HoF</p>	
	<p><u>Recruitment from Independent sector</u></p> <p>Tap into a new opportunities - Promotion to Year 10 – a more diverse marketing approach developed.</p>	<p>Awareness raised and competition met head-on. Increased numbers of external applicants. Promotion via local events and publications</p>		<p>June 2019</p>	<p>DAH/LM</p>	
	<p><u>Recruitment from schools on the areas rail links</u></p> <p>Analyse the schools along the rail routes to West Byfleet. Plan and deliver recruitment activities to meet their needs</p> <p>Alumni – using feedback from ex-F6 students on their destinations</p>	<p>Awareness raised and competition met head-on. Increased numbers of external applicants</p> <p>Use as a marketing tool more to raise awareness of progression successes</p>		<p>June/July 2018</p> <p>Dec 2018</p>	<p>DAH</p> <p>DAH</p>	
<p>3. Resources, facilities</p> <p>Appropriate and inspiring</p>	<p>Re-development and refurbishment of F6 building</p> <p>Common Room facilities and environment</p>	<p>More appealing environment will encourage more students to</p>	<p>£10k</p>	<p>Apr 2018</p>	<p>DAH/CBT</p>	

facilities to attract students and provide quality F6 experience	enhanced	use				
	Bid proposal for F6 extension and replacement of temporary buildings	Lytle Associates Feasibility study and proposal to GEP Improved resources and greater appeal to internal and external students		Apr 2019	PT/KJM/DAH	
4. Pastoral and Enrichment Student needs supported and an inspiring enrichment programme improves the F6 experience	<p>Pastoral Programme –updated annually</p> <p>DLD days and life experiences – evaluate current programme</p> <p>Counselor</p> <p>Enrichment. Engage 6SLT role more specifically</p>	<p>Reflects the demands for current affairs and preparation for futures. QA student values of the programme & monitor effectiveness</p> <p>Use links with local industry, Universities, develop life skills programmes (independent living, learning and budgeting etc)</p> <p>Support mental Health needs beyond the ability of current staffing</p> <p>Sports/team activities developed, gym membership (?), Gold DofE, life skills classes. Activities maintained between GEP</p>	Staffing budget	<p>July 2018</p> <p>July 2108</p> <p>July 2018</p>	<p>CBT</p> <p>CBT/JB</p> <p>KJM/DAH</p> <p>CBT</p>	
5. Post 18 Destinations CEIAG programme enables all students to secure post 18 placements to move them on	Innovate 1-to-1 careers advisor contract	Review impact and value for money		Short Term July 2017	CBT	

in their desired next stages of working life	Increase students accessing higher and degree apprenticeships	Increased student numbers into Higher Apprenticeships/ training (qualitative/ quantitative). Student awareness of opportunities enhanced		ongoing	CBT	
	Partnership working with Hannah Trott, Surrey university	More students access specialist advisor – track outcomes (quantitative)		Sept 2018	DAH/CBT	
		Use university contacts to improve interview skills and application tests		Sept 2018	DAH/CBT	
		Use of outside speakers to raise profile of post 18 opportunities and F6 to external invitations			KJM	
	Partnership working with UCA Farnham, Sarah Clark	Pathway progression and curriculum support partnership developed		Sept 2018	DAH/CBT	
	Develop value added partnerships and progression pathways with other regional universities	Progression pathways identified as a selling point of F6 to parents and students		April 2019	DAH/CBT	
Develop partnership with RGS (John Cox) and St Georges College	Supporting students with destinations advice programmes			KJM/DAH		
Teach work skills – Presentation skills, Telephone skills, Debating skills. Use University contacts to support and FPV	Confidence and preparation with life/work skills		Sept 2018	KJM/CBT/JB		

	High achievers programme	Drive towards higher attainment and aspirations – research visits to high achieving colleges			DAH/TYS	
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Business, Partnerships, Training & Culture (6)

- There is on-going work of the GEP executive board to create a cohesive business plan to move the multi-academy trust forward.

GEP Objectives (taken from GEP strategic plan – infrastructure and shared services)						
Fullbrook						
Objectives	Processes and Actions	Impact Criteria	Cost & Resources	Time Frame (indicate date)	Lead	
<p>6.1 <u>Recruitment and retention</u> To promote recruitment and retention through developing ITT and CPD links with other schools</p> <p>Talent management programme (See 1.2)</p> <p>Develop PR so Fullbrook is known as number 1 provider of education 11-18 in the local area</p>	<p>To continue to embed established programmes with Thamesmead and George Abbot Training School. Institute of Education. Develop partnership with SE Teaching School (SJB)</p> <p>To develop CDP provision across schools in GEP in line with strategic direction from George Abbot teaching school</p> <p>To continue to offer internal CPD which includes NQT, RQT, Middle Leadership training and access to national training programmes, such as NPQH, NPQSL and NPQML in line with Appraisal outcomes, SRR outcomes and to promote the SDP</p> <p>Development of coaching culture. Succession planning for coaching team.</p> <p>See PR plan. (Laura Marcewski)</p>	<p>Sound staff retention and recruitment</p> <p>Improved outcomes</p>	<p>Within leadership structures</p>		<p>SSP LZS</p> <p>KJM LM</p> <p>DAH</p>	
<p>6.2 <u>Parental engagement and communication</u></p>	<p>Continue to monitor parents’ evening provision and revise/introduce sessions specifically</p>	<p>Maintain high attendance at Parent Consultation and other</p>	<p>Time. Teacher</p>		<p>JAB</p>	

<p>To maintain high levels of parental/carer engagement</p> <p>To further engage hard-to-reach parents.</p> <p>To increase the engagement of parents whose children are classified as being within a vulnerable group.</p>	<p>orientated to meeting needs e.g. of vulnerable groups</p> <p>See Reporting section 2.5 above</p> <p>See Reducing Teacher Workload Section 2.1 Above</p> <p>Work with GEP to develop social media use for parent workshops.</p>	<p>parent events.</p> <p>Parents report better communication.</p> <p>Reports better understood</p> <p>Parents empowered to support students to develop independent learning skills</p>	<p>workload</p>			
<p>6.3 Partnerships</p> <p>Strengthen solidarity within the MAT.</p> <p>Create links for 11-16 schools in the locality</p> <p>Develop link with Alternative Providers</p>	<p>Continue to build partnership links with other schools within the GEP e.g. SRR, CPD, Core conferences</p> <p>Links with 11-16 school in the locality See F6 Development Plan.</p> <p>Partnership working with RGS to strengthen F6 provision.</p> <p>Partnership with NWSSSS to model sharing of teaching staff to raise achievement and aspiration of EPP students.</p> <p>Continued development of Fullbrook AP programme in partnership with external providers including Academy21, Surrey Care Trust, Winchmore Tutors etc.</p>	<p>Improved F6 recruitment with students from schools other than Fullbrook.</p> <p>Clear development pathways beyond F6</p> <p>Improved KS5 provision</p>	<p>RZL 1 day per week at NWSSSS</p> <p>AP Budget £25,000</p>	<p>Summer 2018</p>	<p>KJM DAH SSP TYS</p>	
<p>6.4 Recruitment and transition for Students</p> <p>To develop and maintain outstanding recruitment and transition from KS2 to KS3 (working with feeder primaries); KS3 to KS4; KS4 to KS5 and KS5 to</p>	<p>Maintain Progress and Transition Days in Fullbrook.</p> <p>Continue Primary links activities with Feeder Schools. (Science, Maths, English, Art, MFL)</p> <p>See F6 development plan- partnerships with HE institutions (UCA, Surrey Uni. Develop Kinston and</p>	<p>Pupil recruitment to Year 7 increases to reach full PAN.</p> <p>Improved F6 recruitment with students form schools other than Fullbrook.</p>	<p>Cover to release colleagues</p>		<p>KJM DAH SHM JAB</p>	

HE.	Royal Holloway) so students see F6 as a step to HE with a defined career pathway.	Effective transition delivered across key stages. Positive catch-up outcomes				
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Glossary of Key Terms

ALPS: A Level Prediction Service
CPD: Continuing Professional Development
CEIAG: Independent Advice and Guidance
CoP: Code of Practice
Dialogic Feedback: assessment which reveals a dialogue between teacher and pupil
DLD: Deep Learning Day
EBAC: English Baccalaureate
EHCP: Education, Health and Care Plan
EWO: Education Welfare Officer
FDP: Faculty Development Plan
FFT: Fischer Family Trust – a non-profit company who provide data to schools.
FSM: Free School Meals
Fullbrook 10: 10 specific lesson features which capture recommended pedagogy.
HE: Higher Education
HOL: Heads of Learning
IEP: Individual Education Plan
IIC: Investors in Careers
IQM: Inclusion Quality Mark
LAC: Looked after children
LAT: Learner Achievement Tracker
LLL: Literacy, Language and Listening
MAT: Multi Academy Trust
NEET: Not in Education, Employment or Training
PPI: Pupil Premium Indicator (a measure of disadvantage)
PETE: Potential Education, Training and Employment
QA: Quality Assurance
RA: Restorative Approaches
SDP: School Development Plan
SEND: Special Educational Needs and Disabilities
SFS: Student and Family Support
SMSC: Spiritual, Moral, Social and Cultural
SRR: Supported Review and Reflection (formerly QA)
STEM: Science, Technology, Engineering and Mathematics
TaHMS: Targeted Mental Health in Schools