

GEP Secondary School Development Plan
2016-2019
Fullbrook

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: Fullbrook students will become responsible adults who understand their worth, achieve their potential and make a positive contribution to the global community. Fullbrook will be an outstanding school, offering a broad and balanced curriculum to facilitate outstanding achievement. Fullbrook students, staff and community will enjoy learning and leisure in an inspiring and forward-looking environment.

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)					
A common and shared secondary leadership structure to support pupil outcomes for GEP	An annual peer view of schools for GEP	A common, streamlined and effective QA system for GEP	A common SDP format to match GEP strategic plan		
A common secondary performance management and appraisal system for GEP	A common SEF format to match GEP strategic plan	A GEP Governor to sit on all secondary schools' governing bodies	Shared GEP Policies/protocols for decision making to enable schools to make decisions within the ethos of GEP		
School Name					
Objectives	Processes and Actions	Impact Criteria	Cost and Resources	Time Frame (indicate date)	Lead
<p>1.1 To grow and nurture leadership capacity across the newly defined team.</p> <p>Investigate opportunities for members of the leadership team to experience working with/alongside other GEP leadership colleagues.</p> <p>Continue to develop middle leadership across the school.</p>	<p>Offer opportunities to shadow leadership colleagues across school/GEP.</p> <p>Identify training needs in autumn and apply appropriate CPD.</p> <p>Prioritise partnership working across GEP.</p> <p>Utilise RAF forum to work on a range of leadership activities, including data analysis.</p> <p>Ensure middle leadership is involved in SRR events and activities.</p>	<p>An effective leadership team in place who create a culture of excellence in all areas of school life.</p> <p>Improved outcomes for achievement and attendance.</p> <p>Excellent retention of staff.</p>	<p>CPD costs</p> <p>Time to work alongside colleagues in the GEP</p>	Short Term July 2017	GEP SSP Headteachers
				Long Term July 2019	

<p>1.2 To appoint a member of the SLT team to work across GEP to collaborate on the unification of SEF & SDP templates.</p>	<p>Engage with leaders in all GEP secondary schools to consider how to unify approaches to planning and evaluation.</p>	<p>A common SDP and SEF document will have been created which will facilitate harmonisation of planning priorities and evaluation procedures across the GEP.</p>	<p>Within leadership structure.</p>	<p>Short Term July 2017</p>	<p>AET EJK All</p>
<p>1.3 To work toward aligning the school's quality assurance procedure and practice across GEP.</p>	<p>Review the effectiveness of internal SRR – using on areas of development which arose at the end of last academic year.</p> <p>Liaise with GEP secondary school to consider a way to report common data to GEP.</p> <p>Incorporate the GEP peer review into SRR.</p>	<p>Aligned, effective quality assurance procedures to be in place.</p>	<p>Within leadership structure.</p>	<p>Long Term July 2018</p>	<p>GEP Heads EJK</p>
<p>1.4 To grow governance capacity.</p>	<p>Continue to ensure that governors receive training which is pertinent to their role.</p> <p>Reallocate governors to faculties.</p> <p>Establish the purpose and function of governor school visits and create a programme to schedule these.</p> <p>Work across the GEP to access governor training and support.</p>	<p>Governors to be fully equipped with the most relevant, recent CPD.</p> <p>Governor visits to be regular, productive and discerning.</p> <p>Minutes to show evidence of challenge and strategic direction.</p>	<p>Babcock 4S Service Level Agreement</p>	<p>Long Term July 2019</p>	<p>Paul Ballard AET</p>

Quality of Teaching, Learning and Assessment (2)

GEP Objectives (taken from GEP strategic plan)					
A common assessment system which results in the embedment of a post levels assessment framework	A common secondary timetable for GEP	A common secondary curriculum which aligns curriculum development across the schools (sharing of schemes of work etc)	A common subject leadership expectation (standards) for GEP		
A common Alternative Provision for GEP		A common GEP system of agreed aspects for reporting to parents/carers	Shared GEP Policies/protocols for decision making to enable schools to make decisions within the ethos of GEP		
School Name					
Objectives	Processes and Actions	Impact Criteria	Cost and Resources	Time Frame (indicate date)	Lead
2.1 Establish a new Teaching & Learning group who disseminate best pedagogy across the school community (initial focus on LLL relaunch).	Ensure that Teaching and Learning Champions are appointed across all faculties. Timetable Teaching & Learning meetings a regular intervals. Review all policy and practice pertaining to LLL within the school with a view to relaunching this initiative.	Outcomes (SRR/performance data) to reveal that teaching is either good or better across the all of the teaching cohort.	Within TLR structure.	Short Term July 2017	KJM Katherine Reading
2.2 Prepare fully for all new GCSE and GCE specifications.	Ensure that relevant staff are deployed strategically to lead on preparing material for new specifications. Collaborate with GEP colleagues to curtail workload and streamline the	July 2018 results show progress by whatever measure places Fullbrook in at least the good category.	Within TLR structure.	Short Term July 2017	All

	<p>process.</p> <p>Liaise with parents/carers and students where appropriate.</p>				
2.3 Prepare to deliver Yr 7 SATs catch-up to the 2017 cohort	REMOVED due to change in DfE policy. No longer required.				
2.4 Implement new common GEP Assessment framework.	<p>Analyse outcomes from the pilot assessment work across GEP.</p> <p>GEP colleagues to continue to collaborate to refine the new assessment framework.</p> <p>Roll out framework across schools.</p>	Good and outstanding assessment outcomes maintained in GEP schools.	GEP leadership team	Short Term July 2017	KJM CJD
2.5 Develop the school's system of reporting to parents/carers.	<p>Review current procedure and practice, liaising with relevant stakeholders at each juncture.</p> <p>Establish recommended changes to the reporting system which reflect national revision to grading/assessment.</p> <p>Train newly appointed data manager to work with the AP lead.</p>	<p>A reporting system which is fit for purpose and reflects national revisions to grading/assessment will be in place.</p> <p>To provide accurate progress information for governors and teachers.</p>	Within leadership structure	Short Term July 2017	CJD
2.6 Define the links between appraisal, SRR and CPD	Leads for SRR and CPD to cascade information to senior and middle leaders to facilitate appropriate and relevant identification of targets for staff appraisal.	Moderation of staff targets demonstrate parity and unrelenting focus on improving outcomes as agreed.	Within leadership structure.	Short Term July 2017	DAH SSP
2.7 Raise the profile and achievement for the more able cohort.	Appoint a more able co-ordinator who has accountability for outcomes for the more able.	More able cohort to achieve faster progress as measured in routine tracking.	Runnymede £8,000	Short Term July 2017	Stuart Hughes

	<p>Use existing software (PARs) to capture and identify more able students.</p> <p>Employ Teaching & Learning Champions to work in partnership with GEP/PIXL/Runnymede Confederation to identify best practice for more able cohorts.</p> <p>Engage a member of staff who is studying for either the NPQML/NPQSL/NPQH to lead this work as action research.</p>		<p>PIXL £3,500</p> <p>Service Level Agreement with GEP</p>		
<p>2.8 To raise the profile and achievement of boys.</p>	<p>Employ Teaching & Learning Champions to identify aspects of a school culture which facilitate boys' achievement.</p> <p>Engage a member of staff who is studying for either the NPQML/NPQSL/NPQH to lead this work as action research.</p> <p>Disseminate findings and support their implementation.</p>	<p>Boys to achieve faster progress as measured in routine tracking.</p>	<p>Within TLR structure.</p>	<p>Short Term July 2017</p>	<p>KJM</p>
<p>2.9 To support teachers using additional adults in the classroom to improve progress.</p>	<p>To facilitate and monitor processes to improve planning between teachers and additional adults.</p>	<p>Progress of SEND pupils as measured by Student Voice and tracking data.</p>	<p>Within TLR structure.</p> <p>SEND budget</p>	<p>Short Term July 2017</p>	<p>Frank Hughes</p>
<p>2.10 To develop student literacy and</p>	<p>Develop the role of the Numeracy co-ordinator to facilitate</p>	<p>Numeracy strategy fully embedded as measured through SRR.</p>		<p>Short Term July 2017</p>	<p>Lizzie Gill</p>

numeracy skills across the curriculum.	<p>embedment of the numeracy strategy – launched 2015/2016.</p> <p>Use newly appointed Advanced Skills Teacher (KR) to lead LLL as part of the Teaching & Learning group.</p>				
<p>2.11 To raise the profile and achievement of vulnerable group across the school.</p>	<p>Strategic dissemination of the Pupil Premium.</p> <p>Access intervention funding to support vulnerable students.</p> <p>Increase engagement and participation of vulnerable groups in enrichment and student voice initiatives.</p> <p>Continue to train staff in the use of data to target intervention.</p> <p>Partner work with Eikon and other external agencies to garner appropriate support and guidance.</p> <p>Engage a member of staff who is studying for either the NPQML/NPQSL/NPQH to lead this work as action research.</p>	<p>Vulnerable groups to achieve faster progress as measured in routine tracking.</p>	<p>Within TLR and leadership structure.</p>	<p>Short Term July 2017</p>	<p>AET CJD</p>
<p>2.12 To establish a realistic homework policy which enable students to learn independently.</p>	<p>Audit and revise existing homework policy, in conjunction with middle leaders.</p>	<p>Analysis tool in <i>Show My Homework</i> to reveal best practice in homework setting and to identify areas of weakness.</p>	<p><i>Show My Homework</i> £3,000</p>	<p>Short Term July 2017</p>	<p>Stuart Hughes TSH</p>

	<p>Produce a policy which requests a reasonable and achievable volume of homework - which is co-ordinated harmoniously across subjects – be set.</p> <p>Use <i>Show My Homework</i> to communicate effectively with parents.</p>				
<p>2.13 Raise the profile of T and L across the school, drawing on cross GEP support to disseminate best practice.</p>	<p>Form a teaching and learning group which has a whole school remit and accountability to deliver improved outcomes (qualitative and quantitative) across the school.</p>	<p>Teaching and Learning group established.</p> <p>SRR to reveal where best practice has been shared.</p>	<p>Fixed term bursaries for T & L Champions</p>	<p>Short Term July 2017</p>	<p>GEP Lead Practitioners</p>

Outcomes for Pupils (3)

	2015 School	2016 School (Forecast)	2015 (<u>16 to be added post summer</u>) National	2017 Target
KS2 SATs retake – for first reporting 2018				
Key Stage 4				
Attainment 8	C+	B-	C	5+
<i>SEND Attainment 8</i>	E	E+	n/a	4
<i>Disadvantaged (PP) Attainment 8</i>	D	C-	D+	5
Progress 8 (first entry)	+0.09	+0.31	-0.03	0.25
<i>SEND Progress 8</i>	-0.74	-0.41	n/a	0.0
<i>Disadvantaged Progress 8</i>	-0.59	-0.25	-0.40	0.0
5 A*-C (9-4)	73.2%	80.3%	65.0%	81.3%
5 A*-C (9-4) inc EnMa	65.9%	73.0%	56.0%	72.0%
Basics - % achieving C (4) or better in GCSE E&M	68%	73.0%	58.0%	72.0%
English Baccalaureate	38.4%	43.4%	24.0%	40.0%
English (%A*-C) (%9-4)	76.6%	81.8%	67.0%	87.4%
SEND English (%A*-C) (%9-4)	34.0%	35.5%	36.0%	51.3%
Disadvantaged (PP) English (%A*-C) (%9-4)	59.2%	62.8%	51.0%	67.1%
Mathematics (%A*-C) (%9-4)	82.1%	82.1%	67.0%	81.4%
SEND Mathematics(%A*-C) (%9-4)	55.3%	38.7%	37.0%	52.9%
Disadvantaged (PP) Mathematics (%A*-C) (%9-4)	57.9%	58.5%	49.0%	63.1%
KS5 – local schools to add relevant columns				

Personal Development, Behaviour and Welfare (4)

GEP Objectives (taken from GEP strategic plan)					
Director of Inclusion to lead SEN provision for GEP which will include the creation of a MAT SEND team (which includes distributed school SEN staff)	Audit access arrangements	Audit EAL and Speech & Language Provision	Create master classes for the most able		
Develop student leadership training	Increase opportunities across the MAT for alternative provision and early intervention	Develop a youth work service team	Embed home school link work		
Create a common system across GEP for TA and LSA training and deployment	Create a shared GEP educational psychologist service/provision	Create common behaviour policy and systems for GEP	Develop efficiency & effectiveness of EWO and attendance teams for GEP		
School Name					
Objectives	Processes and Actions	Impact Criteria	Cost & Resources	Time Frame (indicate date)	Lead
4.1 Implement Equality Scheme	Support newly appointed equality coordinator to facilitate regular meetings and drive forward equality led initiatives/interventions.	Successful BTEC media campaign rooted in gender equality to be rolled out across the school. Fewer prejudice related incidents in school. Student Voice data to reveal tolerance as a core school value.	Within TLR structure	Short Term July 2017	FAS (Felicity Shallow)
4.2 To create a Music Academy which recognises students' musical talent in light of a diminishing creative	Establish a music tutor group which will form the basis for the academy. Seek out and support opportunities	Proportion of students gaining Grade 5 instrumental, voice and theory examinations baseline to be measured in September and then	Within pastoral structure	Short Term July 2017	Will Chitty Pastoral leads

curriculum	for musical excursions and enrichment.	rates of progress to be monitored over time.			
4.3 To introduce British Values (BriVas) into all SOW and curriculum plans. To develop students' spiritual, moral, social and cultural awareness, including knowledge and understanding of British Values, to an outstanding degree.	Middle leaders and teams to ensure that new SOW signpost opportunities for British Values to be identified. Enrichment programme to continue to feature occasions for democracy – such as house voting and school council decision-making opportunities.	Impact to be measured through SRR and Student Voice.	SMSC Co/TLR structure	Short Term July 2017	Richard Dyer
4.4 To continue to recognise and develop the creative aspects of the additional curriculum	Disseminate pupil premium funding across enrichment opportunities. Maintain the wide range of enrichment activities with strong house co-ordination.	Proportion of students from vulnerable groups involved in enrichment to match that of non-	Pupil Premium funding	Long Term July 2019	House Co-ordinator
4.5 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.	Appoint an anti-bullying co-ordinator to work towards achieving the gold anti-bullying award. Utilise Student Voice to gather data around anti-bullying and action accordingly. Establish the Single Equality Scheme to tackle prejudice and intolerance. Maintain outstanding safeguarding practices.	Achieve Gold anti-bullying award.	Within TLR structure/Anti-Bullying Co	Long Term July 2019	KJM

<p>4.6 To continue to develop and maintain effective independent careers education, information, support and guidance for all students.</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>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>UNIFROG utilised to support CEIAG.</p> <p>Continue to update careers micro site with interactive VLE reflection and career development activities.</p> <p>Develop the Petrofac mentoring scheme for years 9-11.</p> <p>Member of staff required to monitor and evaluate work experience health and safety visits.</p> <p>To continue to expand and publicise careers talks.</p> <p>To review and renew the current careers education through citizenship, tutor programmes and DLD days.</p>	<p>Destinations data reveals success.</p> <p>Student research (questionnaires/feedback) reveals impact of Petrofac scheme.</p>	<p>Innovate £3,000</p>	<p>Long Term July 2019</p>	<p>Debbie Hewitt</p> <p>James Baker</p>
<p>4.7 To embed the revised B4L policy.</p>	<p>Embed the Behaviour for Learning policy which promotes student participation and advocacy and reinforces the school's high expectations towards active learning.</p>		<p>Within TLR and Leadership Structures</p>	<p>Long Term July 2019</p>	<p>Shane Manley</p>

	Restorative Approaches to operate in each classroom supported by INSET/training and systematic co-ordination.				Sarah Thomas
4.8 Standards of uniform to be fully Appreciated and adhered to.	Continue to use regular headteacher communications and school website to reinforce uniform expectations. Staff to apply uniform regulations & sanctions consistently to ensure high standards are met.	Reduced incidents of uniform non-compliance.	NA	Long term July 2019	Shane Manley
4.9 To maintain outstanding overall attendance/PA/punctuality figures. To close the gap between the attendance of vulnerable groups and that of their peers.	See Attendance Plan which describes comprehensive strategies to improve attendance.			Long Term July 2019	Diane Sherman AET
4.10 To embed fully a revised pastoral system.	Please refer to separate Pastoral Development Plan for details.			Long term July 2019	Shane Manley

The Effectiveness of 16-19 Study (5)

GEP Objectives (taken from GEP strategic plan)					
A collaboration over minority subjects/common curriculum for GEP		A joint sixth form provision for GEP	EPQ for GEP	Develop the GEP debating society	
Align university/Oxbridge admissions procedures & practice			Align vocational/post-16 and post-18 practice		
Fullbrook 6					
Objectives	Processes and Actions	Impact Criteria	Cost & Resources	Time Frame (indicate date)	Lead
5.1 Ensure that F6 vision meets current needs and results in fully subscribed provision (and long term)	<ul style="list-style-type: none"> Expand 2 year AS option in core Roll out linear A level programme as an option Increase capacity to offer EPQ – staff training Trial GEP joint MFL sessions- conferences, virtual lessons 	Achievement for lower attaining students (retention into 2 nd year) Increase Oxbridge/ Russell group offers (quantitative)	Staffing	Long Term Ongoing to 2018	TSH
		2017/18 Offer shared provision Student numbers uptake (quantitative)	Inset		TSH
5.2 Further develop the Pastoral Programme to meet the needs of all (and long term)	<ul style="list-style-type: none"> Student involvement in planning of programme Student led assemblies/ activities Expand extra -curricular provision into GEP joint ventures (Sports Days, Debating, Socials) 	Student QA – to reflect students value pastoral education (quantitative)	Copying resources – F6 budget (approx. £200)	Short Term July 2017	TSH/ CBT/ JB
		Students numbers involved (Quantitative)	Joint student conference (£100)	July 2017	JB
5.3	<ul style="list-style-type: none"> Appoint exclusive non UCAS 	Increased student numbers into	DL DAY	Short Term	CBT

<p>Extend CEIAG Provision (and long term)</p>	<p>co-ordinator</p> <ul style="list-style-type: none"> Separate annual timeline of non-UCAS events Increase Innovate 1-to-1 careers advisor contract 	<p>Higher Apprenticeships/ training (qualitative/ quantitative)</p> <p>More students access specialist advisor – track outcomes (quantitative)</p>	<p>Speakers/ workshops (circa £200-500)</p> <p>Revised contract with Innovate (£240+vat per day)</p>	<p>July 2017</p>	<p>CBT</p>
<p>5.4 Achieve “Outstanding” progress and success rates as demonstrated by ALPS and OFSTED Data Dashboard new VA calculator</p>	<ul style="list-style-type: none"> 5 data analysis points per annum followed by Subject leader meetings on individuals/ groups Targeted intervention strategies/ revision driven by data outcomes/ progress Re-launched Academic Mentoring – data/ student focused tutor/ student meetings every 3 weeks 	<p>Faculties hitting Alps 2 in AS and A level examinations</p> <p>Students attending intervention programmes achieving expected on target outcomes</p> <p>Students driving own improvement</p> <p>(Quantitative and Qualitative)</p>	<p>None</p> <p>Circa £1600pa</p> <p>None</p>	<p>Long & Short Term Ongoing July 2017</p>	<p>TSH/CBT</p> <p>Tutors</p>
<p>5.5 Improve the percentage of A* at A2 (and short term)</p>	<ul style="list-style-type: none"> Set up “more able” group (top 25%) for targeted post 18 preparation(interviews/ entrance tests) Teacher INSET – “Outstanding” lessons Build differentiation into SRR/ Learning Walk focus at KS 5 	<p>Increased proportion of top25% applying to top entry requirement universities</p> <p>Observation/ student QA feedback (qualitative and quantitative)</p> <p>Public Examination results</p>	<p>None</p>	<p>July 2017</p> <p>2 year roll out 2 year monitoring</p>	<p>TSH</p> <p>TSH</p>

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)					
Common business provision. As MAT grows, strategic business centralised at GEP level with lower level resource in individual schools	Joined-up approaches to Finance	Joined-up approaches to Human Resources	Joined-up approaches to Premises		
Develop a common systems support to include creating a MAT data team (which includes distributed school data staff)	Shared approaches to income generation		Aligning CPD provision with the Teaching School offer		
School Name					
Objectives	Processes and Actions	Impact Criteria	Cost & Resources	Time Frame (indicate date)	Lead
6.1 To develop ITT and CPD links with other schools	To continue to embed established programmes with Thamesmead and George Abbot Training School. To continue to offer internal CPD which includes NQT, NQT+1, Middle Leadership training and access to national training programmes, such as NPQH, NPQSL and NPQML.	Sound staff retention and recruitment Improved outcomes	Within leadership structures	Short Term July 2017	
6.2 To maintain high levels of parental/carer engagement To further engage hard-to-reach parents.	Evaluate effectiveness of online booking system for parents' evenings. Continue to monitor parents' evening provision and revise/introduce more sessions if	Increased attendance at Parent Consultation and other parent events.	Cost of online booking system	Short Term July 2017	

<p>To increase the engagement of parents whose children are classified as being within a vulnerable group.</p>	<p>deemed appropriate. Build on the successful format of 2015-2016 Parent Information Evenings to communicate on matters such as the options process.</p>				
<p>6.3 Partnerships</p> <p>Maintain outstanding links with local and national federations.</p> <p>Develop working partnerships with other GEP schools – ensuring that there is primary liaison too.</p> <p>Strengthen solidarity within the MAT.</p>	<p>Renew PIXL membership.</p> <p>Join PIXL Edge and PIXL Curve.</p> <p>Rejoin Runnymede Confederation.</p> <p>Continue to build partnership links with other schools within the GEP.</p>	<p>Pupil recruitment to Year 7 increases to reach full PAN.</p>	<p>*PIXL £3,200</p> <p>*Runnymede Confederation £8,000</p>	<p>Short Term July 2017</p> <p>Long term for yr7 intake increase Sept 2019</p>	
<p>6.4</p> <p>To develop and maintain outstanding transition from KS2 to KS3 (working with feeder primaries); KS3 to KS4; KS4 to KS5 and KS5 to HE.</p>	<p>Maintain Progress and Transition Days within school.</p> <p>Reconnect with primary colleagues from the Runnymede Confederation.</p> <p>Work with primary colleagues to ascertain the methods of delivery for the KS2 SATs in readiness for catch-up provision in Yr 7. (No longer relevant due to changed DfE policy on KS2 SATS retakes)</p> <p>Increase our curriculum support offer to partner primaries.</p> <p>See 6th Form plan for KS5 to HE</p>	<p>Effective transition delivered across key stages.</p> <p>Positive catch-up outcomes</p>	<p>Confederation costs as above.</p> <p>Cover to release colleagues</p>	<p>Short Term July 2017</p>	

	transition.				
6.5 Establish strong links between appraisal, the SDP, the SEF and subsequent CPD.	SRR, the SEF and appraisal to inform CPD.	Training to focus more incisively on the needs of the school. Outcomes improve as the quality of teaching improves.	NA	Short Term July 2017	DAH SSP AET
6.6 Governors continue to be equipped with relevant training – associated with the latest Ofsted framework.	See 1.4.				
6.7 To develop, promote and maximise the use of Performance Coaching across the school.	Make Performance Coaching available as part of the appraisal process to help identify and achieve targets and facilitate professional well-being. Performance Coaching to continue to be offered as part of the NQT induction programme.	Positive retention of staff. Research (exit questionnaires etc.) reveals positive comments around staff well-being.	Time released to lead coach.	Short Term July 2017	SSP Janet Armstrong
6.8 Staff and students to take pride in and enjoy their work, to include demonstrating a thirst for knowledge and a love of learning	Effective implementation of strategies to improve teaching, learning and enrichment.	Effective implementation of strategies to improve teaching, learning and enrichment.	NA	Long Term July 2019	All
6.9 To create an ethos of tolerance and equality, in accordance with British Values.	See 4.1, 4.2 and 4.4.			Long Term July 2019	All
6.10 To develop Technology Services & Support across the MAT Proposal accepted by GEP board of Trustees Dec 2016. Now passed over to new COO to co-ordinate and manage.	Develop of coherent ICT strategy for teaching & learning, administration and financial planning. Fullbrook no longer involved in lead on this.	Successful implementation of GEP ICT strategy.	TBC	Long Term July 2019	KJM Stuart Hughes GEP Network Director

Glossary of Key Terms

<p>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</p>	<p>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</p>
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