



# The Buckingham School

## School Improvement Plan 2022-2023

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		Objective 2			
		Objective 3			
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# 1) The Buckingham School - Safeguarding Plan 2022-2024 (3 Years) – Author: Mr Matt Wardle

INTENT	The Buckingham School is committed to safeguarding and promoting the welfare of children, whilst educating staff and students across a range of key societal issues that fosters a tolerant and understanding approach to all.
Objectives for School Year 2022-23 (1 Year Timescale):	
Objective 1	To continue to embed a culture of recording all safeguarding incidents effectively, that identify the proportionate responses and education delivered by staff to address them
Objective 2	Implement a rigorous safeguarding training calendar that continues to address contextual/community issues, with staff and students. To include racism, harmful sexual behaviours, CCE, grooming and gang culture including hazing
Objective 3	To embed key practices and training to become an accredited Trauma informed and Attachment Aware School
Objective 4	To further enhance whole school practices that use external agencies to address key safeguarding concerns to students, whilst also addressing topical issues through reactive personal development delivery

Objective 1	To continue to embed a culture of recording all safeguarding incidents effectively, that identify the proportionate responses and education delivered by staff to address them						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
External SG Audit reflected that this practice would further improve current day to day responses	Identify within the DSL Team who has responsibility in addressing each key SG category across CPOMS	Term 2	MWR	- CPOMS Records	<ul style="list-style-type: none"><li>Stress testing via spot check will identify response time and actions</li><li>All cases have an assigned owner</li></ul>		
		Term 4					
		Term 6					
External SG Audit reflected that this practice would further improve current day to day responses	Each CPOMS log by staff members is assigned an “owner” by the Student First Team, who is responsible for good recording and ensuring actions are taken and logged	Term 2	MWR	- CPOMS Records	<ul style="list-style-type: none"><li>All cases are “owned” and good records with no gaps are kept</li><li>Support offered to staff on good recording where appropriate</li></ul>		
		Term 4					
		Term 6					
External SG Audit reflected that this practice would further improve current day to day responses	Identification of behaviour patterns that lead to the School delivering wider education to individuals, groups or year groups	Term 2	MWR	<ul style="list-style-type: none"><li>CPOMS Records</li><li>Incident Analysis</li><li>SFT/LMM Minutes</li></ul>	<ul style="list-style-type: none"><li>Students receive reactive and swift input to educate and grow a wider understanding</li><li>Resulting in fewer incidents</li></ul>		
		Term 4					
		Term 6					

Objective 2	Implement a rigorous safeguarding training calendar that continues to address contextual/community issues, with staff and students. To include racism, harmful sexual behaviours, CCE, grooming and gang culture including hazing						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Student First Team identified an issue that engaging agencies to support in the Buckingham area is challenging	Greater persistence in attempting to engage with external agencies to identify/support community issues	Term 2	ECU	- CPOMS Records - Case Studies showing impact	• Greater awareness raised through increased engagement with: TVP, Bucks SC, Youth for Action & YOS		
		Term 4					
		Term 6					
Student First Team identified these key issues	Deliver when required essential community safeguarding concerns to staff in particular on CCE/grooming and hazing	Term 2	MWR	- CPD Records - Staff feedback on CPD	• Staff say that they are aware of issues in the community, and feel confident that they are able to identify concerning behaviours		
		Term 4					
		Term 6					
Student First Team identified these key issues	To embed greater use of external support to deliver on key societal issues such as racism, gender discrimination and harmful sexual behaviours	Term 2	MWR	- Records of Visits - Student Feedback - Staff feedback	• Students and staff reflect that they value the education provided  • Over time, CPOMS logs show that School community is an even more tolerant place		
		Term 4					
		Term 6					
Objective 3	To embed key practices and training to become an accredited Trauma informed and Attachment Aware School						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Bucks CC Virtual School nominated The Buckingham School to be part of the program	Completion of a number of criteria in order to gain Bronze Award initially	Term 2	MWR	- Progress against the programme’s criteria and timeframes	• The School provides a range of support that demonstrates an understanding how trauma affects student responses and behaviours  • Students know who to see and where to go when feeling vulnerable		
		Term 4					
		Term 6					
Objective 4	To further enhance whole school practices that use external agencies to address key safeguarding concerns to students, whilst also addressing topical issues through reactive personal development delivery						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
External SG audit reflected that this practice would further improve current day to day responses	Establish and explicit ‘Virtues’ Curriculum that ties the School’s virtues in with the Personal Development Roadmap Inc. HRSE/SMSC/British Values	Term 2	RPE	- PSHE curriculum - Assembly Programme - Student Voice	Students continue to reflect that the school looks after them well, and feel even better equipped to look after themselves		
		Term 4					
		Term 6					
Safeguarding Plan Long Term (2-3 Year Timescale)							
Goal		Rationale			Outcome		
1. Students can self-police and know how to keep themselves safe in a variety of way including online		1. Students have identified they require less examples of the School keeping them safe but more education on maintaining their own safety independently			1. The School community is one where students behave in a confident and assured minimising risk		
2. There are minimal incidents of discrimination across the community		2. A more tolerant community supports whole school growth			2. The School and all its stakeholders in surrounding community welcome and learn from a more diverse society		

## 2) The Buckingham School – Curriculum Development 2022-2024 (3 Years) – Author: Mr Joe Dunckley

INTENT	To create an ambitious curriculum for ALL
Objectives for School Year 2022-23 (1 Year Timescale):	
Objective 1	Create coherent cross-curricular links between departments
Objective 2	Review of current curriculum model to ensure a fully ambitious curriculum for all
Objective 3	Develop a cross-curricular problem based learning key stage 3 project

Objective 1	Create coherent cross-curricular links between departments						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Curriculum review document highlighted the need to create cross-curricular links	Use directed and INSET time for Curriculum Leaders to collaborate	Term 2	JDU	- Records of meetings /CPD	• Curriculum Leaders have a better understanding of where their curriculum overlaps with others		
		Term 4					
		Term 6					
	Ongoing updates to schemes of learning to show where links are present	Term 2	JDU	- Schemes of Learning	• SOL are altered to show cross-curricular links • Over time QA shows a positive impact on recall and retrieval		
		Term 4					
		Term 6					
Objective 2	Review of current curriculum model to ensure a fully ambitious curriculum for all						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Ofsted judge curriculum according to intent, implementation and impact	Compare curriculum maps to those of other schools to ensure that they are ambitious enough	Term 2	JDU	- Records of work and impact via updates to our curriculum	• Review leads to an improved, ambitious curriculum offering • Over time progress improves		
		Term 4					
		Term 6					
Report on curriculum from Side by Side support (Anthony Griffiths)	Refining of intent information for taught and wider curriculum to ensure it is streamlined, clear and evident in every department area	Term 2	JDU	- Curriculum Intent information	• Intent is evident in all curriculum areas – students and staff know it, and it is seen e.g. in posters		
		Term 4					
		Term 6					
Report on curriculum from Side by Side support (Anthony Griffiths)	Develop a ‘Raising Achievement Plan’ for departments whose curriculum is not challenging enough to lead to positive progress grades.	Term 2	JDU	- Student progress data - External results - Student Voice	• In-school variation between departments is narrowed by focusing on areas that need developing		
		Term 4					
		Term 6					
Best practice for a curriculum is to provide students with cultural capital as well as the knowledge and skills for future learning and employment.	Map opportunities to develop cultural capital within the curriculum	Term 2	JDU	- Curriculum Schemes of Learning - EVOLVE Records, including evaluations	• Fully mapped curriculum, including wider opportunities		
		Term 4					
		Term 6					

Objective 3	Develop a cross-curricular problem based learning key stage 3 project						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
The Buck Institute for Education (BIE) has done years of research and literature review on project-based learning. It explains that with PBL, students “investigate and respond to an authentic, engaging, and complex problem, or challenge” with deep and sustained attention.	Put together a working party to work on a cross-curricular project for 2023/24	Term 2	JDU	- Working Party output/minutes - Clear objectives established	• Cross-curricular project with clear rationale in place for 23/24		
		Term 4					
		Term 6					
Curriculum Development Plan Long Term (2-3 Year Timescale)							
Goal		Rationale			Outcome		
1. Review the number of teaching hours in KS3 to include a higher proportion of humanities subjects		1. The vast majority of our students take history or geography at GCSE but only have 1 hour a week in KS3.			1. Improved outcomes in GSCE will increase our bucket 2 and possibly open grades and therefore increase overall P8 scores		
2. Develop the curriculum to cater more for students of lower abilities and those that are not GCSE ready		2. Currently the only subject on offer for these subjects is ASDAN, with alternatives we could ensure all students are on the correct courses			2. Overall P8 increases due to students being on the correct courses		

### 3) The Buckingham School – Curriculum Management 2022-2024 (3 Years) – Author: Mr Joe Dunckley

INTENT	To ensure the smooth running of the school’s ambitious curriculum
Objectives for School Year 2022-23 (1 Year Timescale):	
Objective 1	Develop the school’s approach to wave 2 interventions and catch up interventions
Objective 2	Review of school’s homework policy
Objective 3	Further develop the KS4 options process to ensure the right students are on the right courses

Objective 1	Develop the school’s approach to wave 2 interventions and catch up interventions						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
EEF state that small group tuition can give +4 months’ progress	Ensure that Core CLs and LPs are available during form times	Term 2	JDU	- Student Voice - Progress Data	• Interventions impact on student progress/confidence		
		Term 4					
		Term 6					
EEF state that small group tuition can give +4 months’ progress	Ensure that year 11 interventions are set up to run from early September	Term 2	JDU	- Student Voice - Progress Data	• Interventions impact on student progress/confidence		
		Term 4					
		Term 6					
EEF state that small group tuition can give +4 months’ progress	Ensure that interventions for years 7-10 run on a rolling cycle throughout the year	Term 2	JDU	- Student Voice - Progress Data	• Interventions impact on student progress/confidence		
		Term 4					
		Term 6					
<a href="https://nationaltutoring.org.uk/school-led-tutoring/schools/">https://nationaltutoring.org.uk/school-led-tutoring/schools/</a>	Develop a new approach to spending NTP money to provide a quality catch up programme, using a school-led tutoring route	Term 2	JDU	- Staff and student participation - Progress data	• Attainment rises in targeted students		
		Term 4					
		Term 6					
Objective 2	Review of school’s homework policy						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
EEF states that homework can add +5 months progress when done properly.	Use stakeholder voice to monitor current views of homework and update policy accordingly	Term 2	JDU	- Stakeholder Voice - Policy updates - Homework Logs	• Consistent approach to homework across each key stage • Accelerated student progress		
		Term 4					
		Term 6					
Studies involving digital technology typically have a great impact (+6 months) - EEF	Review of current use of e-learning platforms, e.g. GCSE Pod, SENECA learning etc. Relaunch and encourage students and staff to use the most effective of these.	Term 2	JDU	- Platform usage data - Student Voice - L@L QA - Student Progress	• Better uptake of e-learning platforms leads to accelerated student progress		
		Term 4					
		Term 6					



Objective 3	Further develop the KS4 options process to ensure the right students are on the right courses						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
78% of students received their first choice option subject, this could have been higher	Provide early opportunities for students to sample the new subjects available to them at KS4	Term 2	JDU	- Review outcomes of 2022/23 Options process	• Students make appropriate options choices, and a higher proportion receive their first choice subject		
	Further develop the options process using best practice advice (two options windows – one as expression of interest and the other to determine final options lists)	Term 4					
		Term 6					
P8 scores negative – are all the students on the correct courses for them?	Review ambitious curriculum provision by researching the curriculum model of other schools	Term 2	JDU	- Progress Analysis - Outcomes Analysis	• Improved outcomes, particularly for “Budge 3” subjects		
		Term 4					
		Term 6					
Curriculum Management Plan Long Term (2-3 Year Timescale)							
Goal		Rationale			Outcome		
1. Develop a smooth transition from Go4Schools to a new MIS		1. Consolidation of many school processes into one package			1. Many school processes contained in one web portal.		

# 4) The Buckingham School – Teaching & Learning Plan 2022-2024 (3 Years) – Author: Mr Matt Wardle

INTENT	The Buckingham School believes that All children can achieve the highest possible academic standards, through a challenging and ambitious curriculum, whilst also developing through various enrichment experiences. The ‘Buckingham Way’ underpins all that we do, whether in the classroom, on the sports field, in concert, on stage, or in the extensive range of other opportunities, we offer our students at all stages of their education.
Objectives for School Year 2022-23 (1 Year Timescale):	
Objective 1	To relentless focus on and embed routines in the classroom that allows students to recall, act upon feedback and access all options to enable success
Objective 2	To further embed a Quality Assurance process that allows staff to develop their own pedagogy – L@L/L@SW/Enhance SV in QA/Descriptors/
Objective 3	To ensure that the WALKTHURS model for CPD continues to allow for staff to develop their pedagogy without judgement

Objective 1	To relentless focus on and embed routines in the classroom that allows students to recall effectively, respond to feedback and access learning at all levels						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
L@L Cycle evidence Ofsted areas for improvement	Embed within departments consistent recall routines that interleaves learning from previous learning and is clearly evident at the start of lessons	Term 2	MWR	- L@L Cycles - SLT links - CL LMM - Dept. Meetings	• Students are able to recall, retrieve and connect previous learning		
		Term 4					
		Term 6					
L@L Review QA Staff Voice feedback ML Meetings	Continue to embed and refine the L@SW process following staff feedback.	Term 2	MWR	- L@SW Cycles	• Inclusion of Student Voice • Students can describe where they are in their learning and what they must do to improve		
		Term 4					
		Term 6					
L@SW Scrutiny Student Voice Feedback	Insist that there is evidence of students ‘closing the loop’ to their learning following all feedback	Term 2	MWR	- L@SW - CL LMM	• Clear evidence of student response to teacher feedback that demonstrates learning and progress.		
		Term 4					
		Term 6					
L@L review Student Voice Feedback	Ensure all students have ‘options’ in their learning to ensure All can experience success.	Term 2	HSW	- SENDCo QA - L@L	• All students can access the content and have opportunities to be successful		
		Term 4					
		Term 6					

Objective 2	To further embed a Quality Assurance process that allows staff to develop their own pedagogy – L@L/L@SW/Enhance SV in QA/Descriptors/						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Staff Survey 06/22	Re-Write and Embed improved Progress and Culture descriptors to support greater academic focus within the L@L process	Term 2	MWR JRY	- L@L Cycles - 5 per academic year	<ul style="list-style-type: none"><li>• New descriptors are accessible to all and fit for purpose</li><li>• Staff can judge lessons consistently effectively using descriptors</li></ul>		
		Term 4					
		Term 6					
<a href="#">Truth - Bertrand Russell</a> <a href="#">Importance of Truth in Coaching</a>	Embed Truthful Conversations: that supports staff development in accurately reviewing one another’s work whilst supporting and coaching colleagues to improving feedback	Term 2	MWR JRY	- L@L Cycles - 5 per academic year - INSET - ML Meetings - Department Meetings	<ul style="list-style-type: none"><li>• Staff are confident and capable in having truthful conversations relating to performance levels</li><li>• Staff are receptive to truthful conversations and develop pedagogy based on them</li></ul>		
		Term 4					
		Term 6					
<a href="#">EEF - Measuring Progress</a>	Measure student progress over time for more effectively by developing Student Voice further	Term 2	MWR JRY	- Student Voice	<ul style="list-style-type: none"><li>• New system is designed and being used.</li><li>• Students can describe the journey</li></ul>		
		Term 4					
		Term 6					

Objective 3	To ensure that the WALKTHRUS model for CPD continues to allow for staff to develop their pedagogy without judgement						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
WALKTHRUS text QA Feedback	Explicit identification of department practice and retrieval WALKTHRUS to work collaboratively to support student attainment. From basic quizzing through to metacognition and peer interrogation	Term 2	MWR VKE	- QA - Termly review of impact - Staff Voice feedback	• All departments have a whole school focus on practice and retrieval and through instructional coaching identify dept. strategy moving forwards		
		Term 4					
		Term 6					
WALKTHRUS text QA Feedback T. Sherrington Webinar	Identification of WALKTHRU clusters that support and enhance further pedagogy across departments	Term 2	MWR VKE	- QA - Termly review of impact - Staff Voice feedback	• Inter department pedagogy is shared and improvements in practice evidenced • L@L judgments		
		Term 4					
		Term 6					
WALKTHRUS Text QA Feedback T. Sherrington Webinar	Cross curricular collaboration of effective clusters within departments	Term 2	MWR VKE	- QA - termly review of impact - Staff Voice feedback	• Intra department pedagogy is shared and improvements in practice evidenced • L@L judgments • CPD feedback values sharing of practice		
		Term 4					
		Term 6					
WALKTHRUS Text QA feedback T. Sherrington Webinar	Further enhancement of instructional coaching across the staff body	Term 2	MWR VKE	- QA - Termly review of impact - Staff Voice feedback	• Staff feel confident in engaging with healthy challenge with colleagues to support further improvement • Staff feel valued and supported		
		Term 4					
		Term 6					
Teaching & Learning Plan Long Term (2-3 Year Timescale)							
Goal		Rationale			Outcome		
1. High levels of evidence based pedagogy evident in the classroom		1. Students will be further engaged and all needs met			1. Greater academic attainment and progress		
2. All staff become highly competent in instructional coaching		2. Staff professionally receive coaching and deliver coaching to support whole school improvement in teaching			2. Staff are more confident and competent whilst lessons are highly impactful		
3. More staff begin to display The Buckingham Way traits in lessons		3. High expectations result in students striving to achieve			3. Staff are retained and the School’s reputation brings in high level applicants		
4. WALKTHRUS becomes a deeply embedded way of staff improvement		4. Continual reflection from staff on their practice			4. Staff development is rapid, and reputations are enhanced		

# 1) The Buckingham School – SEND Plan 2022-2024 (3 Years) – Author: Mrs Helen Shapter Wheeler

INTENT	The Buckingham School has a commitment to inclusion. We value diversity, understand difficulties and respect individual differences so all feel they belong. We believe in maximising participation and removing barriers to learning.
Objectives for School Year 2022-23 (1 Year Timescale):	
Objective 1	To further develop and embed WAVE3 interventions
Objective 2	To ensure that good progress is made by all students with SEND: staff adapt their teaching to provide scaffolding and option for learners
Objective 3	To ensure that students’ needs are met in wider school life

Objective 1	To further develop and embed WAVE3 interventions						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Further develop the literacy skills of our SEND learners	Embed termly interventions for phonics and Rapid Reader	Term 2	HSW	- Intervention Logs - Student Progress - Student Voice	• Impact seen in pupil progress gaps narrowing • Student voice positive about the intervention		
		Term 4					
		Term 6					
Further develop the communication and social skills of our SEND learners	Embed ASD communication group work and social skills group work	Term 2	HSW	- Intervention Logs - Student Progress - Student Voice	• Impact seen in pupil progress gaps narrowing • Student voice positive about the intervention		
		Term 4					
		Term 6					
Further develop the numeracy skills of our SEND learners	Embed HLTA led small group interventions for numeracy	Term 2	HSW	- Intervention Logs - Student Progress - Student Voice	• Impact seen in pupil progress gaps narrowing • Student voice positive about the intervention		
		Term 4					
		Term 6					

Objective 2	To ensure that good progress is made by all students with SEND: staff adapt their teaching to provide scaffolding and option for learners						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Independent audit of SEND found that students needs are often met by generally good teaching, not explicit intent	To undertake Staff Voice to ascertain gaps in knowledge and / or confidence for meeting needs of all students	Term 2	HSW	- Survey completed and analysed	<ul style="list-style-type: none"> <li>CPD to deepen staff SEND knowledge and to build confidence in meeting needs of students: planned delivered and evaluated. Improvements seen in QA, SEND L@L and L@SW Records</li> </ul>		
		Term 4					
		Term 6					
	To explicitly review the progress of SEND and EHCP students to identify where students are not progressing well	Term 2	HSW	- Data review and resulting actions	<ul style="list-style-type: none"> <li>Gaps in student progress are identified and actions planned as a result</li> </ul>		
		Term 4					
		Term 6					
Independent audit of SEND found that students needs are often met by generally good teaching, not explicit intent	To ensure QA evaluates the daily experience of SEND students at the school and evaluates if their need is being met	Term 2	HSW	- Context Sheets - QA Records	<ul style="list-style-type: none"> <li>SEND QA'd</li> <li>Impactful action follows</li> </ul>		
		Term 4					
		Term 6					
Independent audit of SEND found that students needs are often met by generally good teaching, not explicit intent	To ensure that appropriate support is provided via school, department and individual level CPD, to ensure that the needs of all learners are explicitly met	Term 2	HSW	- Context Sheets - CPD Records - Staff Evaluation of CPD	<ul style="list-style-type: none"> <li>Staff value CPD</li> <li>Ongoing QA show improvements at school/department/individual level</li> </ul>		
		Term 4					
		Term 6					

Objective 3	To ensure that students’ needs are met in wider school life						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
The school is committed to an inclusive ethos and to drastically reduce non-inclusive actions	Support student self-regulation with robust routines in the classrooms	Term 2	HSW	- CPOMS - Time out card usage - Recorded sanctions - Suspensions data	<ul style="list-style-type: none"> <li>Calm climate in classrooms persists</li> <li>Records show sanctions of SEND students are adapted</li> <li>Suspensions data significantly reduced</li> </ul>		
		Term 4					
		Term 6					

SEND Plan Long Term (2-3 Year Timescale)		
Goal	Rationale	Outcome
1. High quality teaching improves and demonstrably meets the needs of SEND students	1. Research points to QFT having the greatest impact on outcomes for students	1. SEND outcomes are at least in line with non-SEND students
2. WAVE3 interventions widened and embedded further	2. Proven WAVE3 interventions built to run more often with more students	2. Literacy and numeracy strengthened across SEND and in core areas

6) The Buckingham School – Pupil Premium Plan 2022-2024 (3 Years) – Author: Mr Richard Peel

INTENT	A statutory template exists for the school’s pupil premium plan. This is published on the school’s website
Objectives for School Year 2022-23 (1 Year Timescale):	
Objective 1	
Objective 2	
Objective 3	

Objective 1							
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
		Term 2					
		Term 4					
		Term 6					
		Term 2					
		Term 4					
		Term 6					
		Term 2					
		Term 4					
		Term 6					

Objective 2							
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
		Term 2					
		Term 4					
		Term 6					
		Term 2					
		Term 4					
		Term 6					
		Term 2					
		Term 4					
		Term 6					
Objective 3							
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
		Term 2					
		Term 4					
		Term 6					
		Term 2					
		Term 4					
		Term 6					
		Term 2					
		Term 4					
		Term 6					



Pupil Premium Plan Long Term (2-3 Year Timescale)		
Goal	Rationale	Outcome
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

7) The Buckingham School - **HPA Plan 2022-2024 (3 Years)** – Author: Mr Matt Wardle

INTENT	To deliver across all areas of school life a clear intent to encourage, support and provide opportunities for high prior attaining students to succeed
Objectives for School Year 2022-23 (1 Year Timescale):	
Objective 1 Student Aims	To inspire and challenge students in recognising their potential through exposure to high academic opportunities in and out of the curriculum
Objective 2 Classroom Aims	To challenge and extend HPA students in all curriculum areas, ensuring they have opportunities to access content that stretches their understanding.
Objective 3 Pastoral Aims	To support and mentor students in ensuring they understand failure is part of the learning journey.

Objective 1	To inspire and challenge students in recognising their potential through exposure to high academic opportunities in and out of the curriculum						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
NACE (National Association Able Children in Education) Guidance	Carry out HPA audit across the School and monitor the experiences of HPA students in daily school life	Term 2	MWR	- Student Voice - L@L, L@SW	• Departments and staff are aware of HPA students and aim to cater for challenge		
		Term 4					
		Term 6					
EEF Literacy Guidance	Increase exposure to higher academic texts that challenge and take students out of their comfort zone	Term 2	MWR KLE	- L@L Cycles - L@SW Cycles - Student Surveys	• Students are exposed to a greater range of vocabulary, the context it’s used in		
		Term 4					
		Term 6					
Student Voice		Term 2	MWR	- Trips and visits analysis	• A wide range of students inspired to be ambitious and attend such establishments		
		Term 4					
		Term 6					
Pixl School Support		Term 2	MWR	- Termly on HPA Google classroom	• Students access additional study materials that further enhances their academic understanding by listening to key TED Talks and submitting reports on their take		
		Term 4					
		Term 6					
Enhanced transition model to support existing pastoral model		Term 2	RPE	- Transition Records - CL School Visits	• Head of Year, Tutors and Core CLs identify and support immediately in lessons		
		Term 4					
		Term 6					

Objective 2	To challenge and extend HPA students in all curriculum areas, ensuring they have opportunities to access content that stretches their understanding.						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Success for All – an ambitious curriculum	Continue to embed the principle of ‘Teaching to the Top’ through CPD	Term 2	MWR	- L@L, L@SW	<ul style="list-style-type: none"> <li>QA data shows that high expectations pervade: class content is pitched to the top end with appropriate scaffolding put in place to allow all to succeed</li> </ul>		
		Term 4					
		Term 6					
Six key principles of challenge in lessons	Develop six key principles of challenge in lessons: Explanations, modelling, practice, questioning, feedback, adaptive teaching	Term 2	MWR VKE	- L@L - L@SW	<ul style="list-style-type: none"> <li>High challenge evident in a greater proportion of QA’d lessons</li> <li>HPA progress accelerates compared to their peers</li> </ul>		
		Term 4					
		Term 6					
Top level work must be modelled to students	Increased exposure to top grade work at KS4 and KS5 (now examiner reports will be renewed)	Term 2	MWR	- L@L - L@SW - CL Reviews	<ul style="list-style-type: none"> <li>Students understand the level of work, and academic knowledge required to gain grade 9s or A*</li> </ul>		
		Term 4					
		Term 6					

Objective 3	To support and mentor students in ensuring they understand failure is part of the learning journey.						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Collaborative approach to the students’ journey	Engage with parents in recognising their child’s potential	Term 2	MWR	- Parent Voice	<ul style="list-style-type: none"> <li>Parents and families engage with the School in supporting the efforts in ensuring their child fulfils their potential</li> </ul>		
		Term 4					
		Term 6					
School Virtue – resilience – key in striving for success	Development of a growth mindset in HPA learners that allow them to access higher level work – regular meetings with MWR	Term 2	MWR	- Regular meetings as a group with the DHT to develop this through TED talks, reflections of failure	<ul style="list-style-type: none"> <li>Students learn from and embrace feedback</li> <li>Embrace challenge</li> <li>See effort add an essential path to mastery</li> </ul>		
		Term 4					
		Term 6					
	An program of academic talks in person and recorded ones that stretch students	Term 2	MWR	- EVOLVE - Student Feedback	<ul style="list-style-type: none"> <li>Students are made to feel special and that their talent is being nurtured.</li> </ul>		
		Term 4					
		Term 6					
Peer-Peer Support	Academic mentoring through high performing 6F students	Term 2	RBN	- Peer-Peer Records - Student Feedback	<ul style="list-style-type: none"> <li>Students have a high performing peer to aspire and relate to, whilst seeking advice and guidance from previous experiences</li> </ul>		
		Term 4					
		Term 6					

HPA Plan Long Term (2-3 Year Timescale)		
Goal	Rationale	Outcome
1. HPA are consistently stretched and challenged to support high attainment	1. High performing students feel catered for and don't coast, but strive to be better	1. 6F becomes stronger as more HPA remain
2. HPA programs become aspirations for all students to aspire to	2. The Buckingham Way is demonstrated through students being celebrated	2. All students want to be part of the program and are encouraged to participate
3. Peer to peer tuition supports a strong culture of all students aspiring for academic excellence	3. Students inspire other students to become better and look for self-improvement	3. The student cohort becomes one that wants to inspire one another and celebrate one another's success.

8)    The Buckingham School – Literacy Plan 2022-2024 (3 Years) – Author: Mr Matt Wardle

INTENT	At the Buckingham School, we believe students should regular practice and master, all key literacy skills across all subjects. Students should have opportunities to accurately and competently apply these skills in order to take the next steps in their learning
Objectives for School Year 2022-23 (1 Year Timescale):	
Objective 1	To foster a love of reading, whilst exposing students to higher-level academic texts.
Objective 2	To ensure extended writing across the curriculum follows the 6-point process.
Objective 3	To consistently embed the use of key terminology and Tier 2 and 3 subject specialist vocabulary across all subject areas.
Objective 4	Use age related expectations at KS3 to monitor pupils’ development in literacy to ensure they take the next successful steps in their learning.

Objective 1	To foster a love of reading, whilst exposing students to higher-level academic texts.						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
All phases across the 7 key strands	To instill across the staff body the value of reading to support students in all subjects	Term 2	MWR	- L@L Cycles - LMM	• All students hearing a consistent message across the curriculum about the importance of reading and the impact on their learning		
		Term 4					
		Term 6					
All phases across the 7 key strands	6F reading mentors introduced	Term 2	MWR	- 5 week reading interventions and review	• Reading ages of students are increased		
		Term 4					
		Term 6					
Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students ‘understanding of ideas	Introduce and embed the 3 strands of reading: 1: Learning to read 2. Reading for purpose 3. Loving to read	Term 2	MWR	- L@L Cycles - LMM - SOL - L@L	• Students are able to access the areas as a valuable learning resource for all subjects • Strategies are implemented that promote student independence. • Reading for purpose and progress		
		Term 4					
		Term 6					
Combining reading activities and writing instruction is likely to improve students’ skills in both, compared to a less balanced approach.	Establish the clear link between reading and improved writing, by exposing students to texts at regular opportunities	Term 2	MWR	- SOL - L@SW - WALKTHRUS - L@D	• Student’s written work is informed and enhanced as they increase exposure to texts		
		Term 4					
		Term 6					

Objective 2	To ensure extended writing across the curriculum follows the 6-point process.						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Writing is challenging and students in every subject will benefit from explicit instruction in how to improve	Re-auditing of departments’ Extended Writing competence through self-assessment	Term 2	MWR KLE	- Google Form - Review and development of actions in DIPs	• New CLs audit their departments and identify areas for support and DIPs		
		Term 4					
		Term 6					
Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step	Re-delivery of the 6 step extended writing plan <u>Pre-Writing:</u> 1. Own the question 2. Plan 3. Learn from modelling <u>Writing</u> 1. Draft <u>Post-Writing</u> 2. Review, Refine, Improve <u>Evaluate</u>	Term 2	MWR KLE	- L@SW - Feedback/redrafting and responses to assessment - L@D - QA	• Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write Students feel confident in approaching extended writing and demonstrate a willingness to attempt and review their work		
		Term 4					
		Term 6					
Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality	Ensure targeted wave 3 support is accessible to students who struggle to write fluently	Term 2	HSW	- SDC - Progress Meetings - CATS - Prior Data	• Students and intervention strategies are swiftly identified and implemented to support tin mainstream		
		Term 4					
		Term 6					

Objective 3	To embed the use of key terminology and Tier 2 and 3 subject specialist vocabulary across all subject areas.						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection	Embed a culture of tier 2 and 3 vocabulary across all subject areas that support students with syllabus content	Term 2	MWR	- L@L - L@SW - WALKTHRUS	• Students access higher level terminology, understand it and use it appropriately		
		Term 4					
		Term 6					
Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech	To develop across curriculum areas strategies that support the learning and recalling of key words and their definitions/meaning	Term 2	MWR	- L@L - L@SW - WALKTHRUS	• Students access higher level terminology, understand it and use it appropriately		
		Term 4					
		Term 6					

Objective 4	Use age related expectations at KS3 to monitor pupils’ development in literacy to ensure they take the next successful steps in their learning.						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Literacy is key to learning across all subject’s in secondary school and a strong predictor of outcomes in later life  Disciplinary literacy is an approach to improving literacy across the curriculum that emphasizes the importance of subject specific support.	All curriculum areas have explicit literacy focused actions across the curriculum maps and intents  Use age related expectations at Key Stage 3 to monitor pupils development in literacy, to ensure they take the next successful steps in their learning	Term 2	MWR	- Audit of Curricula Maps	• All curriculum areas have explicit literacy focused actions across the curriculum maps and intents		
		Term 4					
		Term 6					

Literacy Plan Long Term (2-3 Year Timescale)		
Goal	Rationale	Outcome
1. Promote opportunities for structured talk	1. Students develop ability to speak confidently, fluently whilst incorporating varied vocabulary	1. Confident articulate speakers to take into further education and careers
2. Write into the L@L descriptors literacy based criteria	2. Ensure the strands are embedded and consistently observed in lessons	2. Literacy is truly a cross curriculum skill taught with conscious competence
3. Overt literacy lessons is clear across the curriculum	3. Disciplinary literacy is a whole school responsibility	3. Students can access a range of vocabulary and text to support in examination and later life

9) The Buckingham School - Numeracy Plan 2022-2024 (3 Years) – Author: Mr Matt Wardle

INTENT	At the Buckingham School we believe that all students should have the opportunity to develop logical thinking and reasoning strategies in their everyday activities, across all areas of the school and outside of the curriculum
Objectives for School Year 2022-23 (1 Year Timescale):	
Objective 1	To raise the confidence and resilience of students' ability to develop logical thinking to everyday activities
Objective 2	To engage all stakeholders with the development of numeracy both within The Buckingham School and in the community
Objective 3	To support students with the transferability of Mathematical skills to other areas of the curriculum and sequence learning and applying to mathematical problems.

Objective 1	To raise the confidence and resilience of students' ability to develop logical thinking to everyday activities						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Previous success with Year 7 engagement levels	Numeracy Ninja for KS3	Term 2	MWR AME	- Numeracy Ninja progress data	• Students completing Maths Ninjas and positivity with numeracy skills		
		Term 4					
		Term 6					
EEF numeracy Catch Up	Targeted Interventions for Year 7 pupils	Term 2	MWR AME	- Student Voice - Student Progress	• Improved results in number related questions in assessment. Engagement in responses in lessons.		
		Term 4					
		Term 6					
EEF numeracy Catch Up	Targeted Interventions for KS3	Term 2	MWR AME	- Student Voice - Student Progress	• Improved results in number related questions in assessment. Engagement in responses in lessons.		
		Term 4					
		Term 6					
KS/3 EEF document	Form Time Activities	Term 2	MWR AME	- Form time Learning Walks	• Form Time Activities Completed • House Points Increase		
		Term 4					
		Term 6					



Objective 2	To engage all stakeholders with the development of numeracy both within The Buckingham School and in the community						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Department led initiative	Numeracy Day	Term 2	MWR RCO	- EVOLVE - Student Feedback	<ul style="list-style-type: none"> <li>Whole School involved in Numeracy for the day. Teachers using Numeracy in a range of applications</li> <li>Positive student feedback</li> </ul>		
		Term 4					
		Term 6					
Department led initiative	Parental Math’s Workshop Sessions	Term 2	MWR RCO	- Parent Voice	<ul style="list-style-type: none"> <li>Positive parental response</li> <li>Communication between school and parents</li> </ul>		
		Term 4					
		Term 6					
Department led initiative	Weekly Math’s Challenge	Term 2	MWR AME	- Completion rates - Student Feedback	<ul style="list-style-type: none"> <li>Students completing the math’s challenge</li> <li>Student improvement in AO3 capability with applying knowledge to problem questions</li> </ul>		
		Term 4					
		Term 6					

Objective 3	To support students with the transferability of Mathematical skills to other areas of the curriculum and sequence learning and applying to mathematical problems.						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
EEF Numeracy Report	CLs to update Schemes of Learning to include Numeracy links	Term 2	JDU	- Scheme of Learning Audit	<ul style="list-style-type: none"> <li>Clear links of numeracy within curriculum and referred during lessons</li> </ul>		
		Term 4					
		Term 6					
EEF Numeracy Report	Assessment Feedback: staff give fraction, pupils convert to percentages – simple practice that embeds numeracy everywhere	Term 2	MWR AME	- Student Voice	<ul style="list-style-type: none"> <li>Pupils confidently using numeracy.</li> <li>Staff using numeracy links in lessons, observed in progress walks.</li> </ul>		
		Term 4					
		Term 6					

Numeracy Plan Long Term (2-3 Year Timescale)		
Goal	Rationale	Outcome
1. Students lacking in basic number skills are quickly identified and brought up to speed	1. Students are prevented from falling further behind	1. Learning gaps are reduced from KS2 to KS3
2. Numeracy is taught consciously competently across the curriculum where appropriate	2. Numeracy is holistically taught across the curriculum	2. Increased numeracy competency

10) The Buckingham School - Culture Plan 2022-2024 (3 Years) – Author: Mr Richard Peel

INTENT	This plan will be developed in Term 1
Objectives for School Year 2022-23 (1 Year Timescale):	
Objective 1	
Objective 2	
Objective 3	

Objective 1							
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
		Term 2					
		Term 4					
		Term 6					
		Term 2					
		Term 4					
		Term 6					
		Term 2					
		Term 4					
		Term 6					

Objective 2							
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
		Term 2					
		Term 4					
		Term 6					
		Term 2					
		Term 4					
		Term 6					
		Term 2					
		Term 4					
		Term 6					
Objective 3							
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
		Term 2					
		Term 4					
		Term 6					
		Term 2					
		Term 4					
		Term 6					
		Term 2					
		Term 4					
		Term 6					

Culture Plan Long Term (2-3 Year Timescale)		
Goal	Rationale	Outcome
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

# 11) The Buckingham School – Student Welfare & Wellbeing Plan 2022-2024 (3 Years)

Author: Mrs Emma Curtis

<b>INTENT</b>	The Buckingham School is committed to inclusion. We value diversity, understand difficulties and recognise and respect individual differences so all feel they belong. We believe in maximising participation and removing barriers to learning.
<b>Objectives for School Year 2022-23 (1 Year Timescale):</b>	
<b>Objective 1</b>	To reduce the number of B3s issued to students and develop further Behaviour for Learning so that it becomes consistently exemplary
<b>Objective 2</b>	To reduce suspensions through educational opportunities, use of SLT and outside agencies.
<b>Objective 3</b>	To embed a culture of rewards within year groups and improve the amount of positive communication parents receive.

<b>Objective 1</b>	<b>To reduce the number of B3s issued to students and develop further Behaviour for Learning so that it becomes consistently exemplary.</b>						
<b>Evidence / Reference</b>	<b>Action</b>	<b>Due Dates</b>	<b>PIC</b>	<b>Monitoring</b>	<b>Success Criteria</b>	<b>Progress Against Objective</b>	<b>Next Steps</b>
Developing staff skillset in classroom management of low level issues and de-escalating students	Deliver staff CPD on B4L and Positive Language throughout the year	Term 2	ECU	<ul style="list-style-type: none"> <li>- CPD Records</li> <li>- Staff Feedback</li> <li>- L@L QA</li> <li>- Stakeholder Voice</li> <li>- B4L Recording</li> </ul>	<ul style="list-style-type: none"> <li>• Student Voice and Parent Voice will reflect a positive atmosphere</li> <li>• B3 will reduce</li> <li>• Culture L@L will improve (0s to 1s and 1s to 2s)</li> </ul>		
		Term 4					
		Term 6					
Providing targeted CPD on Behaviour for Learning – Go4Schools records and student voice show the need to support a small number of colleagues	Bespoke training/support plans for a small number of staff on B4L via Behaviour and Relationships Walkthrus.	Term 2	ECU	<ul style="list-style-type: none"> <li>- CPD Records</li> <li>- Staff Feedback</li> <li>- L@L QA</li> <li>- Stakeholder Voice</li> <li>- B4L Recording</li> <li>- Impact of Behaviour and Relationships Walkthrus</li> </ul>	<ul style="list-style-type: none"> <li>• Student Voice and Parent Voice will reflect a positive atmosphere.</li> <li>• B3 will reduce</li> <li>• Culture L@L will improve (0s to 1s and 1s to 2s)</li> </ul>		
		Term 4					
		Term 6					
Evidence shows we have “repeat offenders” who are sanctioned, returned, sanctioned, returned, ... What will change?	To introduce a B4L intervention after school on Wednesdays to be run by SLT and Middle Leaders	Term 2	ECU	<ul style="list-style-type: none"> <li>- Planned sessions</li> <li>- Student Voice</li> <li>- Home-school communication</li> </ul>	<ul style="list-style-type: none"> <li>• Students on in the intervention will receive less negative points and more house points</li> <li>• Culture L@L will improve (0s to 1s and 1s to 2s)</li> </ul>		
		Term 4					
		Term 6					

Objective 2	To reduce suspensions through educational opportunities, use of SLT and outside agencies.						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Evidence shows we have “repeat offenders” who are sanctioned, returned, sanctioned, returned, ... What will change?	To introduce a B4L intervention after school on Wednesdays to be run by SLT and Middle Leaders, for students at risk of suspension	Term 2	ECU	<ul style="list-style-type: none"> <li>- Planned sessions</li> <li>- Student Voice</li> <li>- Home-school communication</li> </ul>	<ul style="list-style-type: none"> <li>• Student participate reflectively</li> <li>• Decline in persistent offending results in decline in suspensions</li> </ul>		
		Term 4					
		Term 6					
Classroom days to be an effective day of reflection	Behaviour TA to have a 1-1 session with each student on a classroom day, to reflect upon their choices	Term 2	ECU	<ul style="list-style-type: none"> <li>- Impact on reoffending – G4S data</li> <li>- Student voice</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate reflectively</li> <li>• Classroom day and suspensions data will show a decline in students reoffending.</li> </ul>		
		Term 4					
		Term 6					
Clear escalation pathways for students and families	Working with outside agencies to educate students and SLT to support higher level behaviour cases to ensure there is a hierarchy e.g. police, LA officer, SLT PSPs, HT involvement	Term 2	ECU	<ul style="list-style-type: none"> <li>- Review of behaviour plan impact</li> <li>- Engagement of external agencies and their impact</li> <li>- Student voice</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom day and suspensions data declining</li> <li>• Fewer students on PSPs</li> <li>• PSPs have successful impact</li> </ul>		
		Term 4					
		Term 6					

Objective 3	To embed a culture of rewards within year groups and improve the amount of positive communication parents receive.						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
We will strive to greater celebrate the positive achievements of our students	Improve the amount of positive communications parents receive e.g. RFE to send parent mails when students receive rewards	Term 2	ECU	<ul style="list-style-type: none"> <li>- Parental communication</li> <li>- Parent Voice</li> </ul>	<ul style="list-style-type: none"> <li>• Parent voice will demonstrate parents’ acknowledgment of positive communications.</li> </ul>		
		Term 4					
		Term 6					
We will strive to greater celebrate the positive achievements of our students	Students to receive rewards badges and letters home for key reward milestones (e.g. the first 50 and second 50 house points and every 100 thereafter)	Term 2	ECU	<ul style="list-style-type: none"> <li>- Communication records</li> <li>- Student and Parent Voice</li> </ul>	<ul style="list-style-type: none"> <li>• Students will wear their badges on the lapels of their blazers to proudly display their achievements.</li> <li>• Parent voice will demonstrate parents’ acknowledgment of positive communications.</li> </ul>		
		Term 4					
		Term 6					
We will strive to greater celebrate the positive achievements of our students	The issuing of rewards will be monitored by JWI and support to be in place for staff not issuing rewards/following the rewards policy. To increase the amount of rewards being issued and drive towards consistency for the benefit of our students.	Term 2	ECU	<ul style="list-style-type: none"> <li>- G4S logs reflect consistency</li> <li>- Those staff supported issue more rewards</li> <li>- Student Voice</li> </ul>	<ul style="list-style-type: none"> <li>• All staff will log a proportionate amount of house points and analysis of G4S will show this.</li> <li>• Student Voice will show students feel they are given rewards/points by all teachers.</li> </ul>		
		Term 4					
		Term 6					

Student Welfare & Wellbeing Plan Long Term (2-3 Year Timescale)		
Goal	Rationale	Outcome
1. To further develop systems that rapidly deal with a small number of instances of poor behaviour and attitudes	<p>1. To have an internal Pupil Referral Unit. In most cases, students who go to the PRU from our school are successful because of the class sizes and staff to pupil ratio. We could support these students ourselves so we are sending the clear message that we want to support and not pass on the problem. We could timetable our staff in to the room to ensure students receive a broad curriculum and ensure at B4L TA is present at all times to support the teacher and the students. We would aim to never have more than 8 students in the room and students would be put there for 8-12 weeks- we can adapt the model used by our local PRU for the KS3 Re-engage with Learning Program</p> <p>This would also be cost effective as the PRU is becoming a very expensive provision. It was also full last year which left us with no options</p>	<p>1. Students would feel supported rather than exposed of. The whole school would see it as a deterrent. Analysis of classroom day and suspensions data will show a decline in students reoffending. Less students will need to be on PSPs</p> <p>Students who are on PSPs will be closely monitored and will succeed to end the plan to ensure they are not placed in the PRU</p>
2. To further develop behaviour for learning so that it becomes consistently exemplary.	2. Staff and outside agencies have reported a clear decline in behaviour when students are faced with an unfamiliar adult e.g. supply teachers. Students should treat all adults with respect and demonstrate our school virtues, which will become embedded in our school culture.	<p>2. Students will demonstrate the same behaviour to outside visitors as they do to our staff</p> <p>Student Voice and Staff Voice will reflect a positive culture within school</p> <p>B3s will be issued rarely (as opposed to frequently). Students will feel more positive about school and this will be reflected in student and staff voice</p>
3. To reintroduce and drive the house system	3. When staff allows, we will reintroduce, rejuvenate and re-establish the house system. We will need to ensure we make the TLRs for Heads of House appealing and can use these posts to offer new and existing staff opportunities to develop their leadership skills. Students can be very proud of belonging to their House and it is a great opportunity to blend year groups so students build relationships with students in other year groups. It also offers older student the opportunity to be leaders	<p>3. Students will feel part of a team and will demonstrate a passion for their house</p> <p>Students will demonstrate enjoyment in House activities, will feel driven to succeed, and motivated to achieve house points</p>
4. Students will demonstrate tolerant attitudes towards all and stand up against intolerance	4. We still encounter frequent reports/incidents of racism, homophobia, transphobia, sexual violence etc. Through work with outside agencies, assemblies, drop down days and interventions we will educate students to not remove these intolerances but also encourage students to be 'up standers' when they see/hear intolerance in the community	<p>4. Incidents of bullying will reduce. Student Voice will demonstrate that all feel comfortable and safe in school. Parent's Voice will show an understanding of the school's drive and regular educational awareness days/weeks/assemblies etc.</p> <p>Older students will act as role models for younger students. Students will be seen in the community as up standers</p>



12) The Buckingham School - Attendance Plan 2022-2024 (3 Years) – Author: Mr Richard Peel

INTENT	We have high expectations of attendance at The Buckingham School. We are aware of the pressures on good attendance, and how these have been exacerbated for some by the pandemic. We believe in the approach of – “Listen, understand, empathise and support – but do not tolerate”
Objectives for School Year 2022-23 (1 Year Timescale):	
Objective 1	To identify any training and knowledge gaps that are preventing the school’s aim to improve attendance and reduce Persistent Absence; Explore all available resources to assist with implementing strategies to support good attendance.
Objective 2	To review the way attendance is dealt with as a whole school approach and ensure policies and procedures are amended, communicated and revisited throughout the academic year, so that key stakeholders are aware of their roles and responsibilities.
Objective 3	To implement consistent strategies to provide support to students who are struggling to attend school regularly.
Objective 4	To communicate attendance data for the whole school, key groups and year group cohorts with relevant stakeholders and ensure the data is analysed regularly, so that interventions and amendments can be carried out where necessary.

Objective 1	To identify any training and knowledge gaps that are preventing the school’s aim to improve attendance and reduce Persistent Absence; Explore all available resources to assist with implementing strategies to support good attendance.						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
External validation and referencing	Ensure the SSAT independent review is followed through and that FFT data is used ongoing to effectively benchmark current attendance	Term 2	RPE	- Attendance Analysis	• SSAT Actions implemented (via this plan) and progress vs national trends clear		
		Term 4					
		Term 6					
Further evolving an effective strategy	Keep up to date with latest best practice e.g. via DfE webinars and Ofsted blogs	Term 2	RPE	- Reporting to SLT/Governors on best practice	• Current best practice understood and implemented		
		Term 4					
		Term 6					
Supporting vulnerable learners’ attendance	FFT data and school data (and DfE releases) used to analyse school attendance and inform further action planning	Term 2	RPE	- Attendance analysis - Impact of actions	• Key stakeholders fully informed regarding school attendance		
		Term 4					
		Term 6					

Objective 2	To review the way attendance is dealt with as a whole school approach and ensure policies and procedures are amended, communicated and revisited throughout the academic year, so that key stakeholders are aware of their roles and responsibilities.						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Stakeholder Voice	Further explore Stakeholder Voice responses in July 2022 Survey (Parents) and Student Voice	Term 2	RPE	- Stakeholder Voice Reports	<ul style="list-style-type: none"> <li>• Ongoing accurate knowledge of stakeholder understanding of the importance of good attendance</li> <li>• Trends identified and addressed</li> </ul>		
		Term 4					
		Term 6					
Updated policy and procedures for promoting good attendance	Rewrite school policy and procedures in accordance with learning from best practice as per (1) above	Term 2	RPE	- Attendance Policy - Attendance Communications - Attendance Assemblies	<ul style="list-style-type: none"> <li>• New policy in place and stakeholders say communication has improved</li> <li>• School attendance improves</li> </ul>		
		Term 4					
		Term 6					

Objective 3	To implement consistent strategies to provide support to students who are struggling to attend school regularly.						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	• Success Criteria	Progress Against Objective	Next Steps
Poor attendance of pupil premium and SEND students contributing to high persistent absence figures for the school	Create tailored passports for each PA student, so that support that has proved to be effective for them in the past is replicated	Term 2	RPE	- Edukey Pupil Passports	<ul style="list-style-type: none"> <li>• Stakeholder Voice values support</li> <li>• Attendance of PAs improves</li> </ul>		
		Term 4					
		Term 6					
Clarity of expectations and thresholds for actions	Pro-actively publicise the school’s trigger points and thresholds for attendance interventions, on an ongoing basis	Term 2	RPE	- Parental communications - Assemblies	<ul style="list-style-type: none"> <li>• Stakeholder Voice shows a greater understanding of expectations</li> <li>• Attendance improves</li> </ul>		
		Term 4					
		Term 6					
Supportive interventions in school to address roots of poor attendance	Via SFT, explore therapeutic sessions, mental health support, and other resources for students – via LA and our in house provision Document and publicise the available interventions	Term 2	ECU	- Attendance of key students	• Attendance improves/decline ceased		
		Term 4					
		Term 6					
Positive, supportive communication	Review the suite of standard school communications to standardise them and include positive communication	Term 2	RPE	- Stakeholder Voice - Letters issued	<ul style="list-style-type: none"> <li>• Frequent, support yet robust communication with parents -</li> <li>• “support but do not tolerate”</li> </ul>		
		Term 4					
		Term 6					

Objective 4	To communicate attendance data for the whole school, key groups and year group cohorts with relevant stakeholders and ensure the data is analysed regularly, so that interventions and amendments can be carried out where necessary.						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Clear, standardised communication leading to clear understanding and effective interventions	Systemically produce a suite of attendance analysis and reporting, at pre-determined strategic times – live, daily, weekly, termly  (Including: missing registers, key group analysis, CPD for staff, LA liaison, SWU, communications with home, website update, assemblies, in-house publication of data, correlation between attendance and high performance)	Term 2	RPE	- Attendance reporting to SLT - Follow ups to reported issues	<ul style="list-style-type: none"> <li>Systemic approach to attendance – SLT/governors receive reports of action/impact/next steps</li> <li>Issues found by attendance monitoring pro-actively addressed and transparently reported</li> </ul>		
		Term 4					
		Term 6					

Attendance Plan Long Term (2-3 Year Timescale)		
Goal	Rationale	Outcome
1. To be developed by December 2022	1.	1.
2.	2.	2.
3.	3.	3.

# 13) The Buckingham School – Student Opportunity Plan 2022-2024 (3 Years)

Author: Miss Rebecca Branson

INTENT	To provide opportunities to all students which enable them to develop academically, pastorally and culturally through standard engagement with activities, both in and out of lessons.
Objectives for School Year 2022-23 (1 Year Timescale):	
Objective 1	Pathways are supported at all key stages for all stakeholders
Objective 2	High levels of engagement are seen across all key groups and stages in trips, events and extra-curricular opportunities
Objective 3	Students become key drivers in the development and reputation of the school

Objective 1	Pathways are supported at all key stages for all stakeholders						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Gatsby Benchmarks Student Voice Staff Voice ATLs for new courses Outcomes	Provide careers guidance to students, linked to course options, throughout KS3, 4 and 5	Term 2	RBN	- RBN to meet with PCU fortnightly to monitor as well as conduct Student Voice and families surveys at times relevant to each year group	• Students choose the correct courses for KS4 & 5 qualifications and NEETs are at 0%		
		Term 4					
		Term 6					
Gatsby Benchmarks Student Voice Family voice Staff Voice ATLs for new courses Outcomes	Provide support for families in KS3, 4 and 5 to enable them to support their child’s future pathways choices and conversations	Term 2	RBN	- RBN to monitor through Student Voice and families surveys at times relevant to each year group	• Families can support students from home with regard to course options and future career pathways • Improved outcomes at KS3, 4 and 5		
		Term 4					
		Term 6					
Gatsby Benchmarks Student Voice Staff Voice ATLs for new courses Outcomes	Engage with external agencies to promote careers opportunities through all Key Stages	Term 2	RBN	RBN to meet w/ PCU fortnightly to monitor as well as conduct student voice and families surveys at times relevant to each year group	Gatsby Benchmarks are met successfully Students are confident discussing their course choices and next steps		
		Term 4					
		Term 6					

Objective 2	High levels of engagement are seen across all key groups and stages in trips, events and extra-curricular opportunities						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Extra-curricular timetable ClubReg Data Student Voice	Ensure 6F students are involved with the organisation and delivery of extra-curricular activities	Term 2	RBN	- Termly reports to be run by RBN	• Increased capacity and engagement in extra-curricular activities		
		Term 4					
		Term 6					
ClubReg Data Student Voice G4S data (attendance, house points, ATLs, progress data)	Put a loyalty scheme in place for extra-curricular and academic support activities	Term 2	RBN	- Fortnightly reviews of loyalty cards by form tutors - Termly reports to be run by RBN – used to support Progress Meetings/intervention choices	• Increased sustained attendance for extra-curricular and academic support activities • Increased school attendance • Improved ATLs • Increased number of house points being awarded • Improved outcomes		
		Term 4					
		Term 6					
Evolve Reports School Calendar G4S Data (attendance, house points, ATLs, progress data) Student Voice	Begin to establish a trips calendar to allow oversight of trip opportunities across all subjects, key groups and stages	Term 2	RBN	- Termly reports to be run by RBN	• Decreased gap between opportunities for key groups with regard to trips & events • Increased engagement with subjects • Increased school attendance • Improved ATLs • Improved outcomes		
		Term 4					
		Term 6					

Objective 3	Students become key drivers in the development and reputation of the school						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Student Voice Family Voice Staff Voice	Publicise and appoint a clear student leadership structure throughout all Key Stages, including clearly defined roles, responsibilities and expectations	Term 2	RBN	- RBN to establish and have in place by Term 2 however, to monitor effectiveness termly	<ul style="list-style-type: none"> <li>Student leadership is representative of the whole school demographic &amp; there is an awareness of opportunity amongst all students</li> </ul>		
		Term 4					
		Term 6					
Student Voice Staff Voice Meeting agendas and minutes	Enable the student leadership team to be used regularly by staff leaders to make evidence-based decisions	Term 2	RBN	- RBN to monitor agendas and meetings for student leadership	<ul style="list-style-type: none"> <li>Student Voice is used regularly to evaluate practices across the school</li> <li>Increased engagement with school activities</li> </ul>		
		Term 4					
		Term 6					
Student Voice Family Voice Staff Voice Social Media School Events	Work with colleagues to ensure that students celebrate their academic achievements throughout school life	Term 2	RBN	- RBN to have a report format in place and then use SDC points to encourage celebration from all angles	<ul style="list-style-type: none"> <li>All students have a record of their achievements in and out of school and these are used at SDC points to reflect of personal development</li> </ul>		
		Term 4					
		Term 6					

Student Opportunity Plan Long Term (2-3 Year Timescale)		
Goal	Rationale	Outcome
1. Establish a student leadership structure which sees students bringing their own agenda items, leading their own meetings and driving its own development	1. Student leaders should be developing their leadership skills and need to work independently in order to do this. They will see the role as having much better responsibility, and therefore value, so more students will aspire to be a part of it. It will also help 6F students integrate into whole school life better and give them a platform to be the role models that the school wants them to be.	1. Older students are role models for younger students. Aspirations (pastorally and academically) are higher across all students in the school. Outcomes improve.
2. Utilise the evaluation of trips and events and the relationships built with providers in order to secure a trips and events calendar which supports the curriculum and pastoral structures in the school	2. Students and families will be aware of what opportunities they will have in each year, and the rationale behind each of them, upon joining the school. They will therefore be able to plan ahead for the costing of these and school systems will be less strained because of the forward-planning aspect.	2. Trips and events communications with all stakeholders will improve. Time taken to plan trips will reduce. Staff will be able to plan their workload to better effect. More students will have the opportunity to engage with trips and events, which will enrich their school experience. Outcomes, attendance and ATLs will improve. Increased number of applications for Y7 & 12.
3. Create a culture whereby students really value their extra-curricular contributions and academic achievements because they understand the opportunities that their experiences have opened up for them	3. Students will begin to understand that school is about preparing them for their next stage in life and can see, through interactions with external agencies and alumni, the success that they can achieve as a result of being a TBS student	3. Students will engage better with extra-curricular activities, volunteering opportunities and academic support sessions. Valued records of achievements are kept during form time in order to inform SDC reports and future CVs and UCAS applications
4. Ensure that relationships between the students and FOBS are beneficial to both parties and that these are used to further promote the school reputation within the community	4. The school should showcase its students in their best light amongst the community in order to engage with them further. All students in the school should be afforded the opportunity to contribute to the improvement of the school	4. FOBS events are successful and well-attended. The committee feel valued within the school. Funds are raised to support with school enrichment. Families feel supported and included with the school community.

14) The Buckingham School – Sixth Form Plan 2022-2024 (3 Years) – Author: Miss Rebecca Branson

INTENT	To deliver further The Sixth Form culture of personal growth and high academic standards
Objectives for School Year 2022-23 (1 Year Timescale):	
Objective 1	To drive standards of behaviour for learning and behaviour in learning for Sixth Form students
Objective 2	To further develop consistently high academic standards in KS5 in all subjects
Objective 3	To increase 6F applications and students on roll in 6F each year

Objective 1	To drive standards of behaviour for learning and behaviour in learning for Sixth Form students						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Expectations of all stakeholders – students, parents and staff clear and consistently reinforced	Republish 6F handbook and regularly reinforce standards via tutor time, assemblies, parental communication and, where necessary, sanctions	Term 2	RBN	- G4S logs of positive and negative behaviour	• Stakeholder Voice – clear on expectations • B4L improves across Years 12 and 13 • Increased expectations mean that B points and ATLs may dip		
		Term 4					
		Term 6					
Tutor programme is ambitious and well-rounded to meet the needs of all learners	Continue/embed a robust programme of 1:1 tutor mentoring, assembly programme, study skills, RE and PSHE programme design and delivery	Term 2	RBN CGS	- Tutor programme road maps- PSHE/ RE/ study skills - Tutor log mentoring updates	• Student Voice Feedback • Ho6F Tutor observations		
		Term 4					
		Term 6					
KPI evidences impactful programmes of study/ pastoral intervention support	Continue/embed robust termly monitoring via impact updates on pastoral/ academic actions	Term 2	RBN CGS	- G4S tracking of data - Tutor logs ongoing updates throughout the year - KPI updated doc throughout the year	• Positive ratio of HPs/ BPs on G4S • Impactful results from actions in Tutor Logs/ KPI document		
		Term 4					
		Term 6					

Objective 2	To further develop consistently high academic standards in KS5 in all subjects						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Excellent student outcomes in-year BTEC results, mock exam results and ultimately terminal exam results	Ensure that QA explicitly addresses the quality of teaching and learning of 6F students, via school systems	Term 2	RBN	- School QA – L@L, L@SW	<ul style="list-style-type: none"><li>Realistic, evidence informed view of the quality of 6F teaching and learning</li></ul>		
		Term 4					
		Term 6					
Excellent student outcomes in-year BTEC results, mock exam results and ultimately terminal exam results	Ensure QFT teaching is explicitly developed to meet the need of 6F learners, so that teachers’ have good subject knowledge and pedagogical knowledge	Term 2	RBN	- CPD for 6F staff - Student Voice - Staff Voice	<ul style="list-style-type: none"><li>Students’ progress improves</li><li>Level 2 retakes successful for all</li><li>Reduced BTEC retakes</li><li>Improved outcomes</li></ul>		
		Term 4					
		Term 6					
Progress analysis leading to impact	Progress meetings have increased rigor and Director of 6F holds CLs to account for closing gaps each term with key groups.	Term 2	RBN	- Tutor observations - Progress meeting data- actions and impact - KPI updates	<ul style="list-style-type: none"><li>Students’ progress improves</li><li>Level 2 retakes successful for all</li><li>Reduced BTEC retakes</li><li>Improved outcomes</li></ul>		
		Term 4					
		Term 6					
Sixth Form team effectively mentoring and supporting all students	Tutor programme includes consistent mentoring of all key groups, study skills programme and academic standards lead is proactive each term to close gaps across all key groups- liaising with CLs/ SLT and the sixth form team.	Term 2	RBN CGS	- Tutor observations - Progress meeting data- actions and impact updates feeds into the tutor programme - KPI updates	<ul style="list-style-type: none"><li>Student/ sixth form team feedback positive</li><li>Adapted tutor programme to meet academic needs of all key groups</li><li>Student outcomes improve</li></ul>		
		Term 4					
		Term 6					

Objective 3	To increase 6F applications and students on roll in 6F each year – to be developed by December 2022						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Increased internal applications that result in greater numbers on roll (keeping a higher proportion of more students)							
Increased external applications							
Stabilising a consistent 6F – provision and standards							



Sixth Form Plan Long Term (2-3 Year Timescale)		
Goal	Rationale	Outcome
1. To increase the reputation of the sixth form further in the wider community to become a first choice sixth form	1. To increase applications/ students on roll, to secure consistent funding to offer a broad and balanced subject offering. Competing with colleges and neighbouring sixth forms	1. Broad subject offering/ secured funding streams each year. Improved reputation- multiplier effect as a business model
2. Increased QA of quality first teaching and impactful interventions	2. Improves student outcomes and increases aspirational destinations data	2. Improves student’s outcomes, destinations data is rich and diverse. Develops and cements a strong sixth form brand and reputation, further attracting more students, contributing to funding streams to source a broad subject range, which attracts greater student numbers on roll
3. Students meet/ exceed the high expectations of behaviours for and in learning. Growing in independence and resilience, competitive in their outcomes and career choices	3. A high expectations culture for behaviours in and for learning will ensure students grow in independence and resilience to adapt and respond positively to expected and unexpected change	3. Sixth Form culture is strong, looked up to by the younger years and the wider community to grow a stronger cultural reputation  More settled in sixth form, less disruption to learning. Focused on student outcomes and well-rounded development of each student. Further enhances the 6F reputation to increase students on roll

15)The Buckingham School – Operations Plan 2022-2024 (3 Years) – Author: Mrs Jane Young

INTENT	To operate the school effectively and efficiently, supporting learning with the best possible support services
Objectives for School Year 2022-23 (1 Year Timescale):	
Objective 1	IT Tender
Objective 2	Catering Tender/Business Plan
Objective 3	Marketing Strategic Plan
Objective 4	Staff Absence Management & HR Procedures

Objective 1	IT Tender – Ensure a robust process in place to ensure ‘Best Value’ achieved for the management of outsourced IT services						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
IT Services – Invitation to tender	Tender shared with supplier responses – awaiting final submission including costs	Term 2	JYO	- Site Visit due to take place on 03/08/22	• Tender submissions from all shortlisted suppliers • Agreed timeframe is actioned		
		Term 4					
		Term 6					
IT Services – Agree supplier	Submitted tenders to be agreed by FGB	Term 2	JYO	- FGB Meeting in Sept 22	• Preferred supplier successfully applies the implementation plan		
		Term 4					
		Term 6					
IT Services - TUPE	Liaise with HR Team to support with TUPE transfer for 1 x employee	Term 2	JYO	- Consultation timeframe as per HR guidance	• Transfer effective in line with contract live date		
		Term 4					
		Term 6					

Objective 2	Catering Tender/Business Plan – Ensure a robust process in place to ensure ‘Best Value’						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Catering Services – Invitation to tender	Timeframe and tender to be drafted and shared with prospective suppliers	Term 2	JYO	- Site Visit and presentations date to be agreed in line with timetable	Tender submissions from all shortlisted suppliers  Agreed timeframe is actioned		
		Term 4					
		Term 6					
Catering Services – Agree supplier	Submitted tenders to be agreed by FGB	Term 2	JYO	- FGB Meeting in T2	Preferred supplier successfully applies the implementation plan		
		Term 4					
		Term 6					
Catering Services - TUPE	Liaise with HR team to support with TUPE transfer for up to 4 employees	Term 2	JYO	- Consultation timeframe as per HR guidance	Transfer effective in line with contract live date		
		Term 4					
		Term 6					

Objective 3	Marketing Strategic Plan – Ensure key dates and milestones for academic year are meet, along with the introduction of the new logo/branding across the school						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Logo/branding	Phase 1: external signage agreed and installed	Term 2	JYO NNE	<ul style="list-style-type: none"> <li>- Final sign of signage before end of summer term</li> <li>- Reviewed upon return in Summer</li> <li>- Action plan showing locations and changes</li> </ul>	<ul style="list-style-type: none"> <li>• General public &amp; visitors will be able to easily gain access to the school site</li> <li>• Old marketing materials removed and updated online and in school</li> </ul>		
		Term 4					
		Term 6					
	Phase 2: Classroom Packs, Website/Social Media	Term 2					
		Term 4					
		Term 6					
	Phase 3: Internal signage/class info	Term 2					
		Term 4					
		Term 6					
School Marketing Plan	Promote school events and activities through various on-line & social media platforms	Term 2	JYP NNE	<ul style="list-style-type: none"> <li>- Monitor stats of Facebook and others media streams</li> <li>- Ensure key milestones are achieved e.g. exam results</li> <li>- Regular sign of DFE checklist template</li> </ul>	<ul style="list-style-type: none"> <li>• School viewed in a positive light and consistent message of academic successes</li> <li>• Depts have more presence on social media and gain followers through promotion</li> </ul>		
		Term 4					
		Term 6					
	Social media calendar in place that provides a basis on what/when/how successes will be promoted	Term 2					
		Term 4					
		Term 6					
	Ensure Website is DFE compliant and is regularly updated and refreshed in line with guidance	Term 2					
		Term 4					
		Term 6					
School Lettings	Engage with community and partners to actively promote and encourage increase especially newly refurbished facilities	Term 2	JYP NNE	<ul style="list-style-type: none"> <li>- Facilities are available and accessible for all</li> <li>- Students and staff have a sense of pride and promote the usage</li> <li>- Reductions in vandalism and damage</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in income and usage across the school</li> <li>• Engagement with FOBS and use this a mechanism to promote within the community</li> <li>• Increase in income will result in future investment into the school</li> </ul>		
		Term 4					
		Term 6					
	Produce marketing materials which will promote usage – engage with local companies to see if we can support events	Term 2					
		Term 4					
		Term 6					
	Create a dedicated area on the Website/email contact to obtain quotations	Term 2					
		Term 4					
		Term 6					

Objective 4	Staff Absence Management - Ensure staff are monitored in line with the Health & Attendance policy, triggers and metrics are regularly monitored in line staff wellbeing						
Evidence / Reference	Action	Due Dates	PIC	- Monitoring	Success Criteria	Progress Against Objective	Next Steps
Revised Health & Attendance Policy	Continue to monitor and manage long term absences	Term 2	JYO	<ul style="list-style-type: none"> <li>- Ensure new policy is implemented for all cases from Sept 22</li> <li>- Manage all cases with OH team as soon as Fit Notes provided to school</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease in persistent long term absences resulting in better staff engagement</li> <li>• Reduced OH referrals as staff return to work quicker</li> </ul>		
		Term 4					
		Term 6					
	Engaging with Occupational Health Team to support well being	Term 2					
		Term 4					
		Term 6					
Absence Management System	Obtain quotations and demonstrations for online systems which interface with SIMS	Term 2	JYO	<ul style="list-style-type: none"> <li>- Quotes obtained in line with finance recommendations</li> <li>- Engage with IT team to ensure SAP works effectively</li> <li>- Work with IT/Data/PA to HT to agree plan</li> </ul>	<ul style="list-style-type: none"> <li>• No duplication of double entry of absences</li> <li>• Staff able to manage and update their personal information</li> <li>• Reduce administrative burden with automated process to request/authorise</li> </ul>		
		Term 4					
		Term 6					
	Work with the LA to ensure system supports SAP payroll interface	Term 2					
		Term 4					
		Term 6					
	Agree implementation phase, train staff on system and agree triggers in line with H&A policy	Term 2					
		Term 4					
		Term 6					

Operations Plan Long Term (2-3 Year Timescale)		
Goal	Rationale	Outcome
1. Performance Management/CPD for Support Staff	1. Ensure all support staff are undertaking Performance Management objectives and are able to request and undertake CPD specific to their role	1.
2. Review Local Authority Services e.g. payroll, HR etc.	2. Potential for school to move to Foundation status will allow more autonomy or even to look at Academy status	2.
3. Succession plan/Recruitment	3. Address recruitment needs in light of a potential ageing workforce in certain areas e.g. site team, look at potential apprenticeship/graduate opportunities	3.
4. Grants/Bids for Capital projects	4. Consider a working party to look at financing opportunities for the school, engage with University students to support with bid writing	4.

16) The Buckingham School - Leadership Plan 2022-2024 (3 Years) – Author: Mr Andrew McGinnes

INTENT	Embed the organisational learning and individual experience gained by the school in recent years, leading to a smooth-running yet agile organisation, where a happy and fulfilled staff team delivers Success for All.
Objectives for School Year 2022-23 (1 Year Timescale):	
Objective 1	High performing leadership at all levels
Objective 2	Supportive accountability – effective, evidence-based performance management
Objective 3	The best – living and breathing the staff charter to develop the school where everyone wants to work, but only the best do work

Objective 1	High performing leadership at all levels						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Introduce new middle leaders and develop current ones	Develop an explicit CPD offering that seeks to develop middle leaders and reduce variability in impact	Term 2	MWR VKE	- CPD offering - Staff Voice	<ul style="list-style-type: none"><li>CPD provided and staff are positive about its impact</li><li>MLs drive standards in their areas, and school-wide</li></ul>		
		Term 4					
		Term 6					
Develop senior leadership	Ensure senior leaders have access to training, external validation of school performance and other organisations’ best practice	Term 2	AMC	- Senior Leaders CPD/visits	<ul style="list-style-type: none"><li>SLT actively seek their own CPD</li><li>SLT report school supportive of their CPD needs</li><li>SLT drive standards confidently and in an evidence-based way</li></ul>		
		Term 4					
		Term 6					
Evidence-based self-evaluation	Ensure that leaders are accountable for making evidence-based judgements on how well they are discharging their responsibilities and how well their area is performing	Term 2	AMC	- SLT agenda – action plan reporting - SLT LMM with MLs - Governance reports	<ul style="list-style-type: none"><li>Leaders in school are making their evaluations on rich and deep evidence</li><li>Leaders can robustly celebrate good performance and challenge poor performance with secure evidence</li></ul>		
		Term 4					
		Term 6					

Objective 2	Supportive accountability – effective, evidence-based performance management						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Performance management policy introduced in Sept 2021	Embed the performance management policy and procedures, ensuring that timelines are adhered to and performance assessment is evidence-based	Term 2	AMC	- PM Records - PM reporting to governors	- QA data and other school data used to inform PM judgements - SLT challenge where necessary		
		Term 4					
		Term 6					
Performance management policy introduced in Sept 2021	Embed the performance management policy and ensure that UPR staff in particular perform to the high standards expected	Term 2	AMC	- PM Records - PM reporting to governors	- UPR staff consistently meet the Teachers’ Standards - Their contribution to the school is substantial and sustained (and quantifiable)		
		Term 4					
		Term 6					
Quality assuring the basics	Ensure that those staff who consistently meet the high expectations are celebrated and those who do not are supported	Term 2	AMC	- PM Records - Challenge records	- Staff consistently meet the Teachers’ Standards and routinely follow the school’s policies and procedures		
		Term 4					
		Term 6					
Succession planning: preparing staff for their next role	Prepare staff for their next role – where specific training is required or where general experience is needed	Term 2	AMC	- CPD Records - Organisational planning - Staff voice	- Staff say they are well prepared to apply for their next role – internal or external		
		Term 4					
		Term 6					

Objective 3	The best – living and breathing the Staff Charter to develop the school where everyone wants to work, but only the best do work						
Evidence / Reference	Action	Due Dates	PIC	Monitoring	Success Criteria	Progress Against Objective	Next Steps
Staff Well-being is the backbone of high performance	Recommit to the Staff Charter as part of The Buckingham Way, and use staff voice to effectively make progress against it	Term 2	AMC	- Staff Voice	<ul style="list-style-type: none"> <li>Staff report positively on the steps the school continues to make to promote their wellbeing</li> </ul>		
		Term 4					
		Term 6					
Effective planning and communication	Ensure that the school calendar becomes the organisational backbone of the school	Term 2	AMC	- Calendar - Late changes to calendar	<ul style="list-style-type: none"> <li>School has an organisational memory – mistakes of the past are not repeated</li> <li>“If it’s in it happens – if it isn’t, it doesn’t”</li> </ul>		
		Term 4					
		Term 6					
Support for colleagues	Ensure that colleagues who have temporary or more lasting barriers to their performance are supported in a timely fashion	Term 2	AMC	- SLT link/LM minutes - Support in place - Staff voice	<ul style="list-style-type: none"> <li>Staff report that they are supported swiftly</li> <li>Key issues that cause teachers problems (e.g. B4L) are monitored carefully</li> </ul>		
		Term 4					
		Term 6					
Recruiting quality staff	Develop a recruitment portal/methodology that celebrates the success of our school and attracts potential applicants to join our journey	Term 2	AMC	- Website update - Interview process - Induction process	<ul style="list-style-type: none"> <li>School receives consistent levels of strong applicants for posts, including problematic areas</li> </ul>		
		Term 4					
		Term 6					

Leadership Plan Long Term (2-3 Year Timescale)		
Goal	Rationale	Outcome
1. Term on term, year on year, carefully track the progress of this plan and adapt as necessary	1. Ensure the success of the entirety of the whole School Improvement Plan	1. An exceptional school
2. Develop, via the establishment list a clear line of staff development	2. Key posts in school have good internal applicants available, to ensure strong fields and staff are well-prepared for their future opportunities	2. Strength evident everywhere in the school
3. Fully embed all of the strands of the Staff Charter	3. Without a high performing team, there is no-one to be student-centred	3. Staff are happy and fulfilled