

Standard No	Objective	Action Proposed	Time frame	Responsible person	Costs & Resources	Success/ Outcome	Monitoring	Evaluation	Evidence
Part1, 3 (g)	<i>To ensure a framework is in place to assess pupils work regularly thoroughly and use information from that assessment to plan teaching so that pupils can progress</i>	Review of the Assessment cycle document to ensure there are regular opportunities to assess pupils progress and attainment.	Sept 2019.	AHT	L & M time	Assessment cycle document available and presented to staff. All staff will use the framework to know how to assess and when to assess throughout the year.	AHT	Complete	Assessment document on J drive and in assessment folder.
		Tracking reports of progress/ attainment, half-termly.	Each half term	AHT	L & M time	Evidence that data is being inputted on to whole school assessment system and progress tracked. This will enable teachers to quickly identify focus groups and which topics to revisit.	AHT	Complete	Assessment System
		Medium term plans, assessment sheets and lesson plans to show that gaps are being taught to (revisiting topics)	Dec / Jan	Faculty Leads.	Planning time	Evidence that gaps are being taught to, in books or SOW and in Cycle 2 book scrutiny	AHT	In progress	Lesson Plans and SOW

		Pupils progress data analyses to ensure that students not making progress are given intervention inside and outside of the classroom.	Jan 2020	Faculty Leads.	L & M time	Pupil progress workshop notes	HT	In progress	Pupil progress meeting notes in SLT folder and teachers folder. See Headteacher pupil progress meeting notes also.
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Part 1, 3 and (d)	Specific educational needs and disabilities								
	To ensure teaching meets the needs of all pupils including those with SEND, through careful planning and an understanding of all their needs.	Twilight training session with the school's Educational Psychologist	Sep	SEND: Twilight training session with the school's Educational Psychologist	Teacher directed time	SEND: Twilight training session with the school's Educational Psychologist	HT	Complete	Minutes
		Discuss format of SOW overviews/ SOW/ Lesson plans in FL meeting.	Sept	AHT	Teacher directed time	SOW/ lesson plans must reflect differentiation for SEND pupils.	HT and FLs	Complete	Minutes
		Collate a list of SEND pupils, including those with SEMH	Nov	SEND coordinator and SLT	L & M Time	List created and pupil progress forms demonstrate how they will be supported	HT	Complete	SEND folder
		IEP's written and revised	Sept	SEND Coordinator	L & M time	All IEPs will be in place and distributed to staff	HT	Complete	SEND folder
		Reviews of SEN pupils to be completed	Nov	SEND Coordinator	L & M time	Reviews will be completed and distributed to staff	HT, Senior Teacher, SEND Coordinator	Complete	SOW Lesson plans
Interviews with pupils and parents to demonstrate		Nov	SEND Coordinator	L & M time	Interviews will have taken place, evidencing the views	HT	Complete	SEND folder	

		needs are being met.				of parents and students, then fed back to staff.			
		Passports (provision maps) Used in lessons to support needs.	Nov	AHT FL's	Teaching time	Evidence of differentiation for SEND pupils must be seen in lesson plans and teaching	HT	Complete	SEND folder
		Teachers planning must clearly show how they cater for SEND pupils. Then Drop-ins will confirm this is taking place.	Nov	HT and SEND Coordinator	PPA time	Lesson plans show how they are meeting needs	AHT	Complete	SEND folder
		Observation/Drop-ins for groups with SEND pupils.	Nov	SEND Coordinator	L & M time	Drop ins/lesson plans evidence that students needs are being met.	HT	Complete	SEND folder
		Analyses of data to ensure that SEND students are making progress	Jan 2020	SEND Coordinator	L & M time	Any SEND student behind their peers or not making expected progress will be assigned to intervention classes.	HT	Incomplete	

English as an additional language (EAL)								
Home school provides a school report (gives teachers an idea of the student's aptitude for the subject in his/her native language)	Termly at the start of Sep	EFL Director	L & M time	Reports will be distributed to the school	HT	Complete	FIE folder	
Curriculum continuum form (to know which topics the child has covered already; this helps in planning and teaching for gaps)	Termly at the start of Sep	EFL Director	L & M time	Forms will in place	HT	Complete	FIE folder	
Tested in English, Maths and Science to determine starting points – Set targets.	Termly at the start of Sep	EFL teachers	L & M time	Tests will be completed	HT	Complete	FIE folder	
Differentiated learning is monitored by EFL Director through informal drop-ins, book scrutiny,	Termly at the start of Sep	EFL and subject teachers	L & M time	Drop in forms will demonstrate differentiated teaching.	HT	In progress	FIE folder	

	open feedback sessions.							
	Progress to be measured internally by students and teachers on a termly basis, taking into account: -students' prior knowledge of the subject -students' aptitude for the subject in their native language -students' ELP (English Language Proficiency)	Dec	EFL Director	L & M time	Students will make at least expected progress.	HT	Complete for internal data Awaiting external data	FIE folder

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Part 1,4	<i>To ensure a Suitable assessment framework is put in place to monitor pupils' performance against national standards.</i>	Introduce standardised tests from CEM after year 9 End of Year exams in June so that pupils' performance can be monitored against national standards.	Sept	AHT Exam Officer	L & M time	Data to be used to compare performance against national standards and strategies put in place to support pupils.	HT	Staff informed of how well students are doing compared to national data.	See GL assessments and CPD workshop on 6 th January 2020.
		Year 10 CATs exam to be analysed and shared with staff.	January 2020.	HT	L & M time	Staff are clear on which students are above and below national and which students have not made expected progress from year 7.	HT	Already shared with staff so they are clear on how well our students are doing.	CPD workshop on 6 th January 2020.
		GL assessments for Maths, Science and English introduced to monitor performance and progress.	January 2020.	HT	L & M time	Staff use the assessment to teach to gaps and ensure rapid progress at KS3.	HT	GL assessments taking place w/c 6 th January 2020. Staff then given time to teach to the gaps throughout January 2020.	See GL assessment data.

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Part 3 7(a) and (b) 8(a) and (b) NMS 11	<i>To ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up of an effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified.</i>	Risk Assessment Policy updated to reflect that regular audits will take place in areas that pose imminent risk.	January 2020.	CP and DO	L & M time	Risk assessment will be updated to reflect the additional practice, such as regular audits of all risks around the school.	KJ to monitor this has taken place. Governors to proofread and ratify.	To be completed w/c 13 th January 2020.	See risk assessment folder.
		Risk assessment for the school grounds is to be updated to safeguard our students. This includes the front gate, the back gate, moving vehicles, entry in to the school, supervision during playtimes and restricted playing areas.	Jan 2019	CP and DO	L & M time	Risk assessment will consider all risks posed to students, in relation to our school grounds and actions taken to mitigate/minimise the risk.	KJ to monitor and check the risk assessment and ensure the actions are taking place.	Completed	See risk assessment folder detailing a thorough risk assessment and how we have made all attempts to mitigate the risk.

		<p>Risk assessments to be completed for all areas of the school and actions clearly mentioned in relation to mitigating the risk. Particular and focus will be paid to areas of high risk and those which pose a hazard. This includes the flooring, the PE cluttered area, the science labs, the school grounds and boarding.</p>	<p>To start in November and ongoing.</p>	<p>Site Manager and CP write risk assessments for grounds and staff write risk assessments for all areas of the school, detailing how they are mitigating the risk.</p>	<p>Copies of risk assessments</p>	<p>A risk assessment has been written for each area of the school.</p> <p>HT and Health & Safety team to audit this practice once per week, ensuring that risk assessments are updated and risk are rectified quickly with immediate actions.</p> <p>A log of incidents is followed up weekly.</p>	<p>KJ to monitor all risk assessments.</p>	<p>Ongoing.</p>	<p>See risk assessment folders and weekly audit.</p>
<p>How we are mitigating risks?</p> <ol style="list-style-type: none"> 1. All staff responsible for managing keys are of the school identify risks on risk assessments and clearly state how they have mitigated the risk. This includes teachers delivering lessons in classrooms. 2. Staff involved in delivering activities to read and sign the assessment to state they are clear on how we are mitigating the risk (such as boarding staff to read and sign they have read and are competent in all areas of boarding. 3. As soon as a new risk is identified, staff update the risk assessment and inform the headteacher and health and safety officer. 4. That all staff involved in delivering activities and cannot mitigate the risk themselves, to inform the Headteacher/Health and Safety Officer immediately. 5. The Health and safety Officer mitigates the risk immediately by rectifying the issue. If this cannot be done immediately, to inform the Headteacher and, if necessary close areas of the school (netball courts at the front of the school and inform students and staff. 6. For the Headteacher to seek immediate finances to rectify the concerns raised and mitigate the risk. If this cannot be deployed immediately, to consider closing areas of the school. To have a clear timeline/deadline for mitigating the risk. 7. (HT,CP,DO) Complete a weekly Audit of the school , including key areas that pose the greatest risk (rotation of first floor, ground floor, school grounds, boarding). These include the school grounds, the access doors, the school flooring, the boarding facilities and the PE store area. To update the audits and risks assessment immediately and action to mitigate the risk. 									

		<p>8. (HT and CO, CP) Spot checks the supervision of students during playtime. This is ensure that staff are competent and compliant with the clear expectations that no student is allowed on the field without supervision and that staff must be vigilant at all times.</p> <p>9. (HT) to spot check that gate duty is completed efficiently by all staff. That they are competent and compliant with expectations that the front gate cannot be open without direct supervision.</p>							
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Part 8, 34 (1) (a,b, c)	To ensure <i>school leaders and mangers demonstrate good skills, knowledge and fulfil their responsibilities effectively, so as to ensure that the independent school standards are consistently and they actively promote the wellbeing of the pupils</i>	Standards are regularly shared and discussed at SLT meetings.	Nov and ongoing until 28 th February	AHT	L & M time	All staff are able to confidently explain in detail, how they have monitored their area of the standards.	HT	Standards shared by EH at SLT meetings	Minutes from SLT meetings.
		Directly assign action plans and monitoring to all SLT members	Nov and ongoing until 28 th February	HT	L & M time	All leaders are to be held to account by assigning them specific areas of the action plan.	HT	Actions assigned.	Action plan
		Seek support from ISA on specific compliance areas.	Nov	HT	L & M time	All leaders to attend the workshop to clarify our actions against the monitoring visit are appropriate.	HT	Action plan was updated following advice from the ISA inspector.	SLT minutes.

		Head teacher to support SMT and governors in analysing data and share data with SLT.	Jan 2020.	HT	L & M time	<p>Faculty leads are clear on which groups of students are not making progress and are to pay particular attention during work scrutiny and observations.</p> <p>Governors to have training on data so they are aware of the progress we are making.</p>	HT	<p>Faculty meeting minutes and SLT minutes.</p> <p>Data to be shared at board and committee meetings at the end of January 2020.</p>	See minutes
		Head teacher to share good practice on mechanisms for monitoring actions such as book scrutiny, health and safety audits.	Dec and ongoing until 28 th February	HT	L & M time	Faculty leads are clear on how to consistently monitor books and give feedback to members of their team.	HT	Book scrutiny feedback demonstrates challenge and holding teachers to account.	See book scrutiny