Thomas Telford Multi Academy Trust



Five Year Plan
2022-27
&
Key Priorities 2022-2023
Reviewed January 2023

TTMAT - Key Strategic Priorities 2022-2027

Priority	Action	Timescale	Progress
			January 2023
Growth To increase the number of schools within TTMAT to 4/5 secondary and 4/5 primary schools. Currently 4 secondary and TTS and one primary	Initial focus on recruiting primary schools including the new primary school in Priorslee. Seek like-minded schools with good or outstanding status in either primary or secondary sector	September 2023 - seek to recruit a further Telford based primary school Thomas Telford Primary Free School to open in September 2024 New schools considered on merit, including the possibility of another secondary school (Wolverhampton?), one at a time 2025,2026, 2027 and following rigorous due diligence	Initial discussions with William Reynolds Primary School taking place. Meeting with Governing Board on 25 January Work continues with the DfE and the Local Authority Local Telford schools with disappointing Ofsted grades may be promoted by the DfE, looking for alternative MAT's to take them on. We are keeping a watchful eye
To support Thomas Telford UTC growing to full capacity and delivering an outstanding quality of education and outstanding outcomes	Ensure efficient use of new facilities support all groups of learners Closely support the Principal in achieving ambitious goals and targets Liaise with Wolverhampton LA and the University of Wolverhampton to support opportunities to access additional facilities that may be required	September 2022- August 2026 with full intake of students Year 7 to Year 13 Always maintain dialogue	Admissions numbers continue to be extremely healthy and the school is heavily oversubscribed again for September 2023 The new building has been welcomed by students and staff alike and provides a positive learning environment Resolving the additional parking issue remains high on the agenda and negotiations continue with Wolverhampton University

Priority	Action	Timescale	Progress
•			January 2023
To seek to operate with a slim but efficient central team which can service	Review central team structure	Annual review	The issues of top slicing and a review of delegated authorities is meaning that
8-10 Academies with key functions including Finance, School Development, Clerking, HR and collaboration support	To appoint, as necessary, additional capacity as we grow	Dependent on speed and size of growth	this priority will need some significant attention over the coming months
and advice which is highly valued	Develop expertise and capacity	Dependent on speed and size of growth	
To prepare for a MATSE (Stage 2) following a batch of Ofsted inspections	Trustee self-evaluation of Board performance during the previous year	Autumn 2022 followed by annual review	Completed for academic year 2021-2022
across the Trust	performance during the previous year	Early Spring term 2023	
	Meeting of key personnel to discuss the outcomes of the most recent Ofsted		
	inspection reports		
	Prepare a TTMAT self-evaluation of the		
	effectiveness of our work, including reference to arrangements for		
	monitoring, challenging, intervening,		
	and supporting our academies.		
	Seek key stakeholders' views of TTMAT function and impact Prepare relevant academies for "survey		
	visits and telephone calls"		

Priority	Action	Timescale	Progress January 2023
To keep buildings and fabric at all the schools in premier condition and	Utilise revenue from capital grant paid to the MAT.	Planned use of capital grant to support projects with greatest merit.	Current capital grant revenue committed to the Redhill Nursery
support capital building projects that will impact positively on standards	Appoint an appropriately qualified architect to conduct a schedule of	Three-year cycle – two schools per year	Yet to be considered
	inspection in each school/academy Consider new building projects on a	Annual review	Ideas for new projects to be considered
	merit basis and particular to support our Primary Schools with less ability to build		,
	up reserves. Secondary projects considered on match	Annual review	
	funding basis		
Standards To provide support, guidance, and advice in helping all schools within			
TTMAT achieve their strategic priorities, namely;	Identify areas of staffing that are	Throughout the year	TTS staff supporting in Science at Madeley and Sandwell
Deployment of additional staff across schools to ensure specialist subject staff	vulnerable and actively recruit and develop staffing capacity	Assess in September each year	Specialist Maths teacher appointed and
are always available and to support improvements in specific subjects	Design a bespoke post description and	Termly Head's collaboration meetings	working at Madeley until the end of the academic year to drive forward
	employment contract Ensure communication across the	Annual review and TTMAT wide	improved outcomes in Maths Recruitment programme planned for
	schools is effective	advertising	February/March

Priority	Action	Timescale	Progress January 2023
Provide monitoring and support all TTMAT schools that need to address Ofsted action points and maintaining good or better judgements	Conduct external reviews utilising TTMAT personnel and other trusted sources to focus on progress in addressing Ofsted action points	In days and weeks following Ofsted inspection	A batch of Ofsted inspections have taken place in the Autumn Term and the value of external review work has been seen to have been crucially important
Regulation of internal arrangements for inspections and deep dives	Level of intervention in direct proportion to the grading of the Ofsted report.	Ofsted cycle	External reviews and validation reports have blended in with formal Ofsted visits. Significant resources have been deployed at Sandwell
To monitor and advise on key issues identified by Head's key strategic and external reports with due regard to the Thomas Telford template	A series of informal and supportive visits to discuss issues and observe daily practices	First half of each academic year	Spring visits confirmed
Develop collaborative strategies to tackle the disadvantaged and gender divide (or other issues consistent within the MAT)	Develop the principles of the boys' project designed by Walsall Academy and share with all schools Set up a disadvantaged/ pupil premium strategic working group to propose actions to increase standards	Discussions with each of the schools to develop a programme for each school Termly meetings hosted on teams/zoom	Boys project continues to be delivered at Walsall and Thomas Telford. New round of Mercer grant funding will provide other schools the opportunity to consider the value of this project Further work on collaboration on disadvantaged strategies is still required
Provide opportunities for collaboration on strategies for improving literacy and numeracy levels, especially utilising Primary Academy expertise	Organise and deliver workshops with secondary colleagues to enhance literacy strategies	Scheduled during the year and hosted by primary schools	Yet to be further developed

Priority	Action	Timescale	Progress January 2023
Achieve an upward trend in all key performance measures in both the primary and secondary sector with above national standards in attainment	Each individual Academy to monitor progress during the year, taking action for improvement as required	Throughout the year	Targets/predictions for 2023 are reported to be positive subject to mocks examinations outcomes
and progress	Programme of collaborative sessions to be provided at subject department level to discuss strategies for increasing standards	Annual programme to be established in 2022 including a dedicated training day each year (June)	Training day in June 2023 earmarked for collaborative work at subject level
Provide opportunities for Primary students to benefit from the facilities and staff expertise within TTMAT secondary Academies	Booster and master classes in numeracy and literacy. Music and dance classes and support with MFL. Swimming and sporting facilities available for PE sessions and fixtures	Annual programme to be continued in 2022	Opportunities have continued to be provided and students at Redhilll Academy have benefitted from maths and swimming sessions in the autumn term
Safeguarding To conduct an annual external safeguarding audit and visit for each academy, including a mental health and wellbeing template, providing additional support, guidance, and challenge as necessary	Draw up programme of visits, carry out the visits and prepare reports for LGB's and TTMAT Board	Autumn/Spring Term each year	Significant time and resource has been provided at Sandwell Academy during the autumn term and this continues A programme of visits across all the academies later in the Spring term is in place
To provide the TTMAT Board with regular reports in relation to safeguarding matters	To present reports at TTMAT Board meetings	TTMAT Board meetings x 3 per year	Safeguarding reports are discussed as they become available and safeguarding remains an agenda item on every Trust Board meeting
Finance To exploit potential economies of scale across the academies to ensure best value is achieved with the cost of services and products	Draw up collective contracts where appropriate and explore cost saving strategies	Audit of economies of scale achieved to date in September 2022 Termly update to Head's meeting	High value contracts have been targeted first, which includes utilities and photocopying. Large savings have been achieved on photocopying by obtaining a single price across TTMAT and TTS

Priority	Action	Timescale	Progress January 2023
To support each Academy LGB with drawing up a balanced budget and monitoring progress via monthly updates to the Head's and LGB's to ensure income and expenditure are always under control	Regular meetings between the FD and Head's and monthly management accounts provided to Head's and Chairs on a monthly basis	July each year and monthly monitoring throughout	Performance against budget in 2022/23 has been encouraging so far, particularly in the context of unfunded pay increases and high general inflation. Most of our fixed-term energy deals expire on 31/03/23 and we are monitoring the market as we look to sign new deals from 01/04/23
To develop a strategy across all schools/academies to address the emerging significant energy and cost and living issues	Proposals to be considered by TTMAT Trustees, Heads and LGB's	Imminent	Investment in solar panels at Walsall Academy and Sandwell Academy has reduced electricity costs significantly. Proposals for solar panels at Madeley Academy and Thomas Telford UTC are under consideration
To regularly review the ability of TTMAT central team to be financed by Thomas Telford School and consider strategies to maintain high level of support if finance became an issue. This may include the possibility of top slicing	On the agenda for Trustees and with an advisory group to be established to explore options	Annually reviewed	An initial proposal in principle for top slicing was presented at the previous TTMAT board meeting. Discussions will be held with the TTMAT headteachers at the upcoming heads' collaboration meeting to explain the key principles
ICT To further explore a common strategy for the deployment of ICT systems and equipment to keep TTMAT schools at the cutting edge of educational technology whilst ensuring best value for money. There is likely to be primary and secondary model	Form an IT/Computer Services advisory group to explore possibilities of achieving greater efficiency and effectiveness in IT provision For continued discussions at Trust Board level with the possibility of recommendations to Head's and LGB's	July 2023	Two meetings have taken place in the Autumn term involving the Directors of ICT and the executive leaders to explore the approaches taken by other MAT's compared to our own approach Directors of ICT have been tasked with presenting their own vision for ICT across our schools and this takes place on 6 February and involves the executive leaders and two trustees

Priority	Action	Timescale	Progress January 2023
Human Resources To further develop a clear strategy for succession management at leadership level in individual academies and within TTMAT team	Specific agenda item on the Head's meeting where middle and senior leadership potential across TTMAT is reviewed.	Annual item on the agenda	Future Head's have been identified and the forthcoming vacancies is currently testing the capability of our potential
To support Head's with recruitment strategies and developing and nurturing high quality teachers and support staff	Develop more effective recruitment strategies Collaborate with a high quality CPD offer for employees, utilising training days and other opportunities	Regular communication Annual programme	TTMAT wide recruitment to be launched in the spring term to supplement the individual Academy recruitment strategies All school's within TTMAT are now signed up for and utilising the wide ranging CPD opportunities provided by the National College
To support LGB's with maintaining a balanced and well-trained team with relevant Governor training opportunities provided where necessary	Annual GB skills audits to be organised Additional Governor expertise identified Appropriate training provided as needed	Annual skill audits to be organised for each Academy Termly review and identification of potential Governors Skills audit identifies gaps and training	Skills audits continue to be routinely undertaken in each Academy and several new Governors have been identified and added to the Local Governing Boards All academies maintain a well- balanced
		provided in a timely fashion as required	range of skills and expertise and training is routinely provided as required
To provide high quality and timely HR advice and support for all academies	Support HR functions at individual Academies with training	Annual visit and/or collaborative teams/zoom meetings with HR updates	Several complex HR issues have been referred to the MAT central team and advice, support and satisfactory solutions have been found. Heads have been encouraged to alert the central team of any cases that have the potential to require legal expertise via the establishment of a legal risk register held by the Director of Finance

	lanuam, 2022
	January 2023
Policies To conduct an annual review of key policies that should be maintained by individual Academies and review and share policies that are the responsibility of TTMAT through delegated authority Including Pay Policy Staff Discipline and Grievance Complaints Freedom of Information Restructuring and Redundancy Data Protection Liaise with all Academies to ensure compliance with DfE and Ofsted expectations Check websites Share TTMAT policies with all	The delegated authority schedule is currently under review and is due to be discussed with Head's and Local Governing Board's A revised Pay Policy is due to be presented for consideration and significant work has been undertaken on TTMAT wide Data Protection (GDPR) policies supported by our Data Protection Officer

What follows are the key priorities for each of the TTMAT schools. Progress towards these priorities will be reported at future meetings.

TTMAT Key Strategic Priorities 2022-2023

Key Strategic Priorities (INTENT)	Strategies/Actions	Success Criteria	Progress
	(Implementation)	(IMPACT)	January 2023
School: Madeley Academy Refine curriculum delivery and assessment practices in Science	Employ a range of Year 11 Catch-Up strategies including identifying catch up students through regular assessments, mock exams, and target intervention Briefing evening for parents Utilise Academic Coaches with specific groups of students Subject standards meetings by SLT to be held with all departments Increased staffing deployed to reduce group sizes in Year 11 Departmental briefings and update meetings Maximise practical opportunities Increase the STEM enrichment programme to all year groups Mastery sessions available for all students Free resources to be issued to disadvantaged students Maximise the impact of Educake software Ubiquitous Use of formative assessments	Overwhelming majority of students make expected progress in each year group, when mapped against the delivered curriculum Value Added to be at or above National Average Students in all years making expected progress through curriculum or identified early for intervention Even more students to participate in STEM enrichment Increased usage of Educake	Session 3 Attendance Monitored Parents / GCSE evening undertaken Autumn Mocks undertaken and results analysed Standard Meetings completed for Autumn Term – Additional review meetings scheduled for after Spring Mocks Spring Mocks / Assessments scheduled. Revision resources distributed. Half term / Easter Revision Workshops scheduled

Key Strategic Priorities (INTENT)	Strategies/Actions (Implementation)	Success Criteria (IMPACT)	Progress January 2023
Refine curriculum delivery and assessment practices in Mathematics	Employ a range of Year 11 Catch-Up strategies including identifying catch up students through regular assessments, mock exams and target intervention Review curriculum based upon examiners reports Online briefing evening for parents Utilise Academic Coaches with specific groups of students Subject standards meetings by SLT to be held with all departments Increased staffing deployed to reduce group sizes in Year 11 Departmental briefings and update meetings Master classes at half terms Increase staffing Gain support from the TTMAT Develop further links abroad (MFL) Subject standards meetings with SLT Staff CPD Ubiquitous Use of formative assessments	Overwhelming majority of students make expected progress in each year group, when mapped against the delivered curriculum Value Added to be at or above National Average Students in all years making expected progress through curriculum or identified early for intervention Even more students to participate in STEM enrichment Increased usage of Educake	Additional support and staffing implemented from TTS Session 3 Attendance Monitored – extremely positive. Parents / GCSE evening undertaken Autumn Mocks undertaken and results analysed Standard Meetings completed for Autumn Term – Additional review meetings scheduled for after Spring Mocks Spring Mocks / Assessments scheduled. Revision resources distributed. New curriculum being delivered in Key Stage 3 and impact being monitored through the Year groups. Half term / Easter Revision Workshops scheduled
Improve attainment in Ebacc: Embed good practice in humanities subjects Increase EBacc Entries through increased entries in MFL	Employ a range of Year 11 Catch-Up strategies including identifying catch up students through regular assessments, mock exams and target intervention Review curriculum based upon examiners reports Online briefing evening for parents Utilise Academic Coaches with specific groups of students Subject standards meetings by SLT to be held with all departments	Value Added to be at or above National Average Students in all years making expected progress through curriculum or identified early for intervention High attendance at master classes To achieve National Expectation of EBacc entries by 2024/25 Cohort.	Session 3 Attendance Monitored Parents / GCSE evening undertaken Autumn Mocks undertaken and results analysed Standard Meetings completed for Autumn Term – Additional review meetings scheduled for after Spring Mocks Spring Mocks / Assessments scheduled. Revision resources distributed

Key Strategic Priorities	Strategies/Actions (Implementation)	Success Criteria	Progress
(INTENT)	Increased staffing deployed to reduce group sizes in Year 11 Departmental briefings and update meetings Standardisation of approach and resources between History and Geography Master classes at half terms Use of Curriculum Offer to support increase in MFL entries Increase staffing Gain support from the TTMAT Develop further links abroad (MFL) Subject standards meetings with SLT Staff CPD Ubiquitous Use of formative	(IMPACT)	New curriculum being delivered in Key Stage 3 and impact being monitored through the Year groups. Half term / Easter Revision Workshops scheduled
Closing the disadvantage gap	assessments Packs and subject tracking Star group in Year 7 and 8 In-Reach Project launch 2022-23 Employ a range of Year 11 Catch-Up strategies including identifying catch up students through regular assessments, mock exams and target intervention Utilise Academic Coaches/Reading Mentor with specific groups of students Subject standards meetings by SLT to be held with all departments Increased staffing deployed to reduce group sizes Issue free resources to PP students i.e. Revision guides	Outcomes 2022 Attainment GAP reduced Outcomes 2022 Progress GAP reduced In year attainment / progress GAP reduced.	Session 3 Attendance Monitored Parents / GCSE evening undertaken Autumn Mocks undertaken and results analysed Standard Meetings completed for Autumn Term – Additional review meetings scheduled for after Spring Mocks Spring Mocks / Assessments scheduled. Revision resources distributed. New curriculum being delivered in Key Stage 3 and impact being monitored through the Year groups. Half term / Easter Revision Workshops scheduled

Key Strategic Priorities (INTENT)	Strategies/Actions (Implementation)	Success Criteria (IMPACT)	Progress January 2023
Embed attendance improvements made and rapidly identify interventions for students with low attendance	Monthly review of attendance data by SLT lead Daily intervention by attendance team for persistent absent students Rewards and sanctions Year Managers to engage with parents of concerns	Maintain the overall attendance inline or above (absence and persistent absence) Grouping absence in line or above national	Whole school attendance remains above National Averages Areas of focus include persistent absence in Year 10. Attendance has been mapped against predictions and interventions implemented
Maintain good behaviour and reinforce routines	Retaining and reinforcing a positive working environment with a sense of purpose at all times Retaining some routines which were introduced as a result of the pandemic, whilst returning to others which will ensure a calm and purposeful environment Particular emphasis on new students in the large Sixth Form intake, Years 10 and 11 Implement a paperless monitoring and behaviour reporting system Regular broadcast to underline expectations Effective deployment of the Student Liaison Manager	Calm and orderly movement of groups of students with strong staff presence throughout the day Calm and purposeful working environment, monitored and seen by staff and students Fixed term exclusions to remain below 2 per term Number of students placed in the ISLC to be less than 40 per year group per term Consistency of all staff in managing student behaviour; especially the rewards and consequence staircase Students and staff to monitor the behaviour of students on report electronically	New rota of SLT for monitoring key areas / key times which is supporting the movement of students Fixed term exclusions showed a slight increase above target for the first half term

Key Strategic Priorities (INTENT)	Strategies/Actions (Implementation)	Success Criteria (IMPACT)	Progress January 2023
School: Sandwell Academy To maintain performance in KS4 and KS5	Thorough preparation for examinations through "walking talking mocks"	High levels of confidence in students and strong mock performance	Jan 2023: Walking Talking mocks informed Module 1 data for Year 11, and
external examinations and to ensure	Maximise use of Session 3 and Saturday	Departmental plans created to share	formal mock exam period will inform
good levels of progress in Years 7-10	School strategically	intervention strategies. Monitor student	Parents Evening at end of January. Year
		participation in sessions, especially priority groups, and elicit student voice	11 cohort appears more challenging than last year's in terms of behaviour,
		priority groups, and elicit student voice	and there is an increased % of low ability
			students based on KS2 data even than
			2019, a landmark low year. Progress 8
			target of c. 0.00 appears to be attainable, with 75% target for 9-4
			including Maths and English and 50%
			target for 9-5 including Maths and
			English -Mock exam period for Sixth Form
			students suggest that average A level
			grade will be between C and C+, and
			that average BTEC will be Distinction.
			-Expected reduction in lenience suggests that headline figures may be reduced
			this year on 2022, but will exceed 2019,
			Interventions managed accordingly
To dovolon an internal and automatainth	Dougading of civth forms we haits	More coherence in sixth form offer as	lon 2022, o FOO applications by 20 to a
To develop an internal and external sixth form recruitment strategy that	Reworking of sixth form website Revisiting of marketing strategies, online	conveyed by website	Jan 2023: c. 500 applications by 20 Jan, with 130 internal students applying to
promotes the academy's offer in a	and in wider community	Higher level of uptake of sixth form	this point. Sixth form open mornings,
cogent manner	Gather student voice contributions to	places overall	visits to schools in the area and Regional
	explore perceptions of sixth form	Higher level of uptake of places from	careers and training events have
		internal students	increased exposure and visibility, with significant recruitment series still to
			follow. Making excellent progress in this
			respect, and looking to increase digital
			media presence to assist recruitment
			and Academy PR in the longer term

Key Strategic Priorities	Strategies/Actions	Success Criteria	Progress
To ensure that recently implemented curriculum changes and vision can be articulated by teachers and are visible in their daily practice	(Implementation) Revisiting of curriculum statements within teams Key agenda point on departmental meetings to discuss curriculum statement implementation Learning walks to be conducted in line with Academy QA processes – refined with specific focus	Increased confidence among all staff in explaining the school wide and departmental vision and curriculum aims Increased confidence among students in discussing their learning journeys	January 2023 Jan 2023: Teaching and Learning strategy was transformed to adopt Rosenshine's Principles, and curricula were adjusted accordingly. Learning Walks ascertain that this is in the establishment phase, and will hopefully become developed during term 2. Recently appointed Associate Assistant Heads in Teaching and Learning and Professional Development have made a pleasing start in addressing middle leadership of Academy, to effect rapid change among other teaching staff. Regular meetings take place between these colleagues, and commonality of purpose is being established. To follow, more work will need to be done in communicating these changes with students
To work in further collaboration with the TTMAT to address areas for development	Make use of consultants within core subjects to follow up on recommendations made last year Provide specific training on deep dive process for middle leaders Extend range of departments experiencing deep dives Engage services of specialist Safeguarding consultant to evaluate provision	Subject leads in core subjects to demonstrate progress made through learning walks Staff to attend sessions on deep dives and prepare for departmental visits to identify areas for improvement Safeguarding lead to demonstrate department's contribution to keeping children safe	Jan 2023 review: -Mentoring opportunities and support from Executive Advisor and Assistant Executive Advisor to new headteacher -TTS PA seconded to Sandwell while recruitment of new PA took place, and she was involved in the training of the new employee - Caroline Harding-Jack deployed to provide support to ensure that safeguarding arrangements are effective. Primarily, this has been to audit practice. A secondary element has been to share expertise and to galvanise

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(INTENT)	(Implementation)	(IMPACT)	January 2023
			the safeguarding team. This has been
			particularly pertinent as the lead DSL has
			been off sick. A Senior Deputy
			Headteacher with pastoral responsibility
			had been given the overarching
			responsibility for safeguarding.
			-Learning walks and subject lead
			mentoring has occurred in core subjects
			and other key areas such as Humanities
			in readiness for OFSTED
			-Deep Dive preparation and other tasks
			scheduled with Su Plant 3 Feb and 10
			Feb to continue work with senior and
			Middle Leaders, and other Academy
			areas requiring attention. This will
			follow up on an initial meeting with Su
			earlier this year about the demands of
			the deep dives. Focused practice can
			now take place to determine the
			progress made
			- Colleagues in English team at Thomas
			Telford school have been providing
			support to colleagues at Sandwell
			Academy in relation to curriculum
			development and assessment
			- Collaboration between the English
			Department at Sandwell Academy and
			Thomas Telford school and TTUTC is
			helping to inform the next steps with
			the Literacy Policy
			- The Director of Careers at TTS has
			supported with the appointment and
			Induction of a new Careers Leader at
			Sandwell Academy

Key Strategic Priorities	Strategies/Actions	Success Criteria	Progress
(INTENT)	(Implementation)	(IMPACT)	January 2023
School: Thomas Telford UTC To enable all learners to become proficient in reading, and to promote reading for pleasure as a hallmark of the curriculum in order to promote social and cultural capital	Recognised reading test data (NGRT) identifies reading abilities of learners and allows Subject Leaders to adapt their curriculum coverage accordingly. Vulnerable readers are identified at an early stage and appropriate and systematic intervention strategies are implemented Designated reading time, 'Starbooks', encourages engagement in reading during Personal Tutor sessions. World Book Day, and other topical and relevant initiatives, are endorsed The library is exhibited as a hub of reading and excellence, providing the opportunity for every child to access to aspirational and appropriate reading material The English Department promote canonical reading via eponymous class names 'UTC extra' diet provides a range of reading enrichment opportunities Reading ages will be re-calculated at the start of the following academic year to measure and track progress	Reflect the National Average of expected reading standards in learners Close collaboration with SEND team to adapt interventions and provide phonics training to support identified students Reading acts as gateway to the wider curriculum. Students access comprehensive areas of knowledge and are provided with the opportunity to expand their vocabulary at aspirational levels An inclusive reading environment fosters not only a love of stories and reading, but it also develops fluency in readers, which contributes to success at post 18 and beyond. In turn, promoting the wellbeing benefits of understanding emotions and empathy towards others as a lifelong skill Students are exposed to a range of fiction and non-fiction texts through UTC Extra clubs. Learners are provided with opportunities to experience functional English: Newspaper club; Journaling; Debate Club; Book Club and Reading Wanders. Widening their world view of writing genres as well as providing a basis to work from in their own writing	Extensive DFE/Ofsted/EEF research conducted, and findings collated to produce action plan Sept 22 – Oct 22 Devised a reading strategy that has been shared with the key people - Oct22 All students now have a chronological reading age - Oct 22 Our most vulnerable 20% of readers, in every year group have now been identified and shared – Nov 2022 An EEF approved Phonics package has been acquired to support the vulnerable readers. The Reading Lead is awaiting training – Jan 2023 Reading age data has now been cascaded to ML to inform curriculum planning – Nov 2022 Additional specialist interventions within the curriculum - ongoing Creation of a nurture group in every year to support vulnerable readers within English lessons – Sept 22 Literacy Strategy created and staff have been invited to collaborate – Oct22 Cycle 1 of 'Reading in PT Time' QA completed and the report has been shared with relevant leaders to decide 'next steps' – Dec 22 Librarian employed and worked with family of schools to design Library – Dec 22 Digital Libraries added to each curriculum area on the OLC – Jan 23

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(INTENT)	(Implementation)	(IMPACT)	January 2023
			Sixth form provision acquired to support
			oracy skills with readers – Jan 23
			Programme of assemblies to promote
			'Reading at TTUTC' – Sept 22
			UTC Extra hosts 'Reading for Pleasure' -
			new club with promising uptake – Jan 22
Support the emotional well-being of	PSHE planned topics for first term to	High attendance across all year groups	All year groups are 4% above national
students and respond to additional	focus on friendships (Yr7), mental health	indicating students are confident about	average YTD attendance with weekly
safeguarding responsibilities	(Yr10) and stress management (Yr11)	returning to school	attendance also above local and national
			averages- Jan 22
	Assemblies for all year groups to	Staff are aware of Vulnerable students	
	signpost safeguarding and welfare	within the UTC	Vulnerable student list updated – Oct 22
	support		
	Implement welfare officer into post to		3 staff in pastoral team completed Youth
	support daily referrals	Staff will be utilising CPOMS effectively	Mental Health First Aid – Oct 22
	support daily referrals	for reporting safeguarding concerns to	
	Assembly planned for week A around	DS	New counsellor in place with 1:1
	Assembly planned for week 4 around		referrals and lunchtime drop in being
	World Mental Health Day theme.	Students supported when they require it	utilised – Jan 22
	DSL to provide a 'Student Vulnerable	and in a timely manner	
	List' populated with safeguarding and		10 new staff that have started since the
	welfare concerns to share (in secure	All known safeguarding information	beginning of the academic year have
	electronic site) with PTs and wider	about new students to be uploaded to	received full enhanced safeguarding
	school staff	CPOMS	training – Oct-Jan 22
		Students are referred for counselling as	
	Vulnerable students tracked to ensure	necessary.	Governors have received safeguarding
	engagement in education and wellbeing.	Cabaal numa comica in place wealth to	training including KCSiE updates – Nov
	DSL to meet with school counsellor to	School nurse service in place weekly to provide additional health and sexual	22
	discuss students who need support from	•	All staff completing undated DREVENT
	September	health advice support on weekly basis	All staff completing updated PREVENT training – Jan 22
		Safeguarding updates and training	traning – Jan 22
		provided to all staff	
		provided to all stall	

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(INTENT)	(Implementation) Provision for school counselling to incorporate use of resilience and wellbeing assessments. Ensure school nurse service is resumed Ensure safeguarding training is carried out with all staff around KCSiE and vulnerable students. Safeguarding Policy to be updated around new revised KCSiE guidanc Establish link with LA Early Help School Link worker	Regular staff safeguarding briefing implemented. Enhanced training to new staff Safeguarding Policy to be updated whenever necessary and changes disseminated to staff Welfare staff will be Youth Mental Health First Aid trained	January 2023 Assembly around toxic masculinity, misogyny, SHSV and support available delivered to all year groups - Dec 22 Weekly DSL/DDSL meetings to discuss vulnerable students for pastoral overview and timely support—Sept 22 and ongoing Implementation of Student Leadership Team and involvement in key supportive assembly themes will begin to provide another level of support for student community — Dec 22
Embed an aspirational 'Teach to the Top' teaching and learning culture across all departments to the benefit of students of all abilities	'Teach to the Top' means teachers will design the curriculum and plan lesson activities on their expectations of the highest attainers in the class Consistently aim to teach higher level concepts and knowledge, whilst also making the means to achieve at a high level accessible to all students. Over the academic year, all departments to evolve clear strategies, with all teaching staff able to articulate these The UTC lesson plan to be adapted to promote and facilitate 'Teach to the Top' content and delivery planning	Establish a clear culture of ambition and positivity within all lessons through adaptive modes of content delivery. Curriculum statements and plans are re-designed to account for Teach to the Top methodologies. Curriculum components and composites will allow for extended learning and the deepening of knowledge in all areas of curriculum delivery Generate the most productive educational experience and maximum long-term possible academic progress for all our students	MLs instructed to update III statements in line with aspirational curriculum outcome for all (Ongoing) UTC values including aspiration highlighted in assemblies and walkabout from Principal. Student voice carried out to assess students' knowledge of these values (Dec 22) Development and implementation of SEND strategy to exist in parallel with high teaching and learning aspirations for all abilities (Ongoing) Second tranche (of three) of CPD on the nine key 'Teach to the Top' objectives, and the sharing of strategies to achieve these between and across departments now complete for: 'High-Quality

Key Strategic Priorities (INTENT)	Strategies/Actions (Implementation)	Success Criteria (IMPACT)	Progress January 2023
Key Strategic Priorities (INTENT)	(Implementation) Modelling to become a core teaching technique, with clear demonstrations of practices, processes, methods and model exemplars included as standard Teachers aim to set one aspirational learning objective for all students. Link skills and concepts and core knowledge to real-life applications and personal experiences, in order to deepen learning Gauge students' understanding of key	(IMPACT) 'Teach to the Top' will become the central pillar of our Teaching and Learning ethos Teachers will display positivity, self-belief and ambition in order to instill in these values in their students Daily lesson planning and delivery is adapted to suit students' needs in each and every lesson Curriculum and lesson planning will	January 2023 Feedback', Questioning' and 'Scaffolding'. Bullet actions points drafted for feedback to middle leaders (Jan 23) In summer 2022, the following were reviewed with departmental leaders receiving concise feedback on key strategies that they could implement: Challenge - Do curriculum plans and individual lesson plans set one aspirational objective for all?
	concepts and knowledge through open, probing questioning which allows for further discussion, to deepen learning further. Ensure high-quality bespoke feedback and marking which students can respond to	provide additional challenge for all students Students can analyse, in detail, how a given method compares to an alternative approach	Deepening Learning - Are concepts or skills linked to real-life applications and personal experiences? Can students analyse, in detail, how a given method compares to an alternative approach? Modelling - Clear demonstrations of practices, processes and methods to include model exemplars.
	Provide scaffolding and enhanced support at a variety of levels (with a focus on considering the needs of SEND/EAL/PP) Monitor progress to ensure students		New UTC lesson plan in use for all lesson observations utilising single Learning Objective for all, and to ensure 'Aspiration and Motivation' in methods of knowledge delivery (Sept 22)
	have progressed within lessons and units of study, by establishing methods that can be used to assess the impact of teaching effectively		New lesson observation form also adapted and in regular use (Nov 22) Designed to highlight specific focus areas for comment, including:

Key Strategic Priorities	Strategies/Actions	Success Criteria	Progress
(INTENT)	(Implementation)	(IMPACT)	January 2023
	Departments plan curriculums to ensure		Evidence of Student Progress - Progress
	that knowledge is retained over the long-		for all - SEND, PP, HPA &
	term, and students are motivated to		underperforming students.
	always give their best		Marking, Feedback & AfL - Including
			Yellow Box Marking, Feedback Form &
			Flightpath/Grade Tracker.
			Teach to the Top & Adaptive Teaching -
			Single Learning Objective and high
			aspirations for all. Open & Inclusive Questioning - Do
			discussions aim to probe students'
			understanding & deepen learning?
			Range & Quality of Resources -
			Appropriate and stimulating reading
			material & links to UTC specialisms.
			Learning Environment & Behaviour - Are
			UTC expectations & rules enforced and
			adhered to?
			adirered to:
To ensure that every child and young	Transition meetings with each feeder	1-1s support timetabled to reduce the	Following the first two Assessment
person has their SEND needs identified	school to discuss each individual's needs	gaps	Points, teaching staff have identified
quickly and met consistently with	(July 2022)		students that have not made the
targeted support determined by these	LSAs deployed during the induction days	LSAs timetabled to enable the learners	progress expected and are struggling.
needs. To be inclusive and have equally	to observe those with an identified SEN	to have access to the broad ambitious	These are referred for consideration
high aspirations and ambitions for	Teaching staff to raise any concerns	curriculum alongside their peers	that an SEN should be identified. To
children and young people with SEND	regarding an individual's ability to access		have an impact on our SEN learners we
	the curriculum (September 2022)	Access arrangements are in place and	need to 'be expert in our students' This
	Teaching staff to complete 'Staff	are the child's normal way of working	system facilitates this.
	evidence for Access Arrangements		LSAs are timetabled in lessons so SEN
	questionnaire' as soon as an issue of	Attendance and punctuality of those	students can access the subject teacher
	work completion in the 'normal' time is	with SEN are in line with their peers	and learn alongside their peers. (4/5
	observed	Engagement in UTC extra for those with	students with an EHCP require this at a
	Access Arrangement testing by the	SEN is in line with their peers.	high level)
	specialist teacher actioned		

Key Strategic Priorities (INTENT)	Strategies/Actions (Implementation)	Success Criteria (IMPACT)	Progress January 2023
	The SEN base is available to support those with additional needs during breakfasts and lunchtimes EAL audit completed to ascertain any barriers to accessing the curriculum (September 2022)	Pupil voice of those with SEN show they are happy in school and feel valued and a sense of belonging at the UTC All identified SEND children on Bromcom by end of September and reviewed termly.	Access Arrangement testing for this academic year is now complete (Jan 23) Attendance for those with a SEN is not where we want it to be. It is 1.8% below their peers. However, it is currently 2.1% above the YTD figure for all secondary schools. Punctuality continues to be a focus. Those with a SEN understand the importance of punctuality and are responding to consistent message well. There is equity between SEN students and their peers accessing the UTC extra sessions. Staff CPD regarding the importance of ensuring all SEN learners have a sense of belonging delivered (Nov 22) Programme (FlashAcademy) purchased to support EAL learners
School: Walsall Academy Supporting the emotional well-being of students and responding to any additional safeguarding responsibilities	Pre-identification of students of concern. Support families and student prior to return including ongoing mentoring and counselling support with close links with families and external agencies Development of mental health support strategies and staff mental health champions Access to Zumos for all year groups and staff	Successful attendance of school of students with emotional difficulties and raised levels of attendance Fewer safeguarding concerns for mental health requiring external referrals	Students on with a Mental Health plan have shown improved attendance. Decrease in referrals to external services for mental health due to high level of support offered in school. Presentation delivered at The Mercers' Company Governors' Conference on our stepped model approach to mental health and wellbeing and a case study provided to the Chartered College of Teaching Whole school re-launch of Zumos in Term 1 Cooperative working between the Safeguarding and Mental Health team to

Key Strategic Priorities (INTENT)	Strategies/Actions (Implementation)	Success Criteria (IMPACT)	Progress January 2023
(HVILIVI)	(implementation)	(IIVIFACI)	ensure the correct provision is offered at the correct time
Examination targets for 2023, including the continuation of the improvement to the attainment and progress of disadvantaged students, and maintaining the improved progress of boys, including an evaluation of the curriculum provision	Improvement in Basics % at grade 5 and grade 4 to national average by close monitoring of cross-over between English and Maths by the KS4 team Using the intelligence gained from the 'Boys Intervention Project' to create whole school sustainable intervention with a focus on character and resilience Expansion of the Expeditionary Learning inspired project to include girls & boys who are not meeting their target benchmark grades (especially disadvantaged students) Review of the curriculum provision at all key stages and provision at Sixth Form (inc. T-Levels)	Basics at 43% grade 5 Basics at 65% grade 4 Progress 8 score > +0.00 Full evaluation of strategy used and report on sustainable approaches Students on the project to achieve a higher-than-average progress score > +0.00 A curriculum model which meets the local need for the students and maximizes student performance and is cost effective in the sixth form	Expected grade data show that we are on course to meet targets The curriculum provision at key stage 3 and 4 is under review with all stakeholders, including the Governing Board, focused on the length of each key stage and the EBacc offer at key stage 4. The expeditionary learning course outcomes were positive again in 2022, especially for disadvantaged students The character and resilience focus is being developed The first two T-level courses are now running with a review of the first term planned for late January Close collaboration established with TTS MFL lead to help improve MFL results
To develop strategies to become carbon zero by 2030	Expansion of solar panels to reduce carbon footprint of the Academy Education of all Academy community on sustainability Further development of Eco club and strategic plan for the development of students understanding of environmental issues	Reduction in CO2 emissions Action plans from all departments on how they will reduce their carbon footprint Development of habitats for wildlife on site. Education of students making their steps towards carbon zero with positive actions including an environmental focused expedition to Borneo in 2023	200 more solar panels were installed in November to increase the production capacity of the array. 42% less electricity was imported in 2022 compared to 2019 The environmental benefits of the solar production for 2022 were 50 tonnes of CO ₂ emissions or the equivalent of planting over 3,000 trees The Eco-club membership has increased Environmental themed assemblies have taken place for all year groups with linked activities during PT time

Key Strategic Priorities (INTENT)	Strategies/Actions (Implementation)	Success Criteria (IMPACT)	Progress January 2023
Review of the Academy site and strategic buildings and maintenance plan for the next 10 years	Full site evaluation and costed plan for maintenance and development of the Academy site over the next 10 years as the buildings approach the 20-year mark	A strategic plan for the next 10 years which identifies maintenance works major project to keep the Academy well maintained and fit for purpose	A detailed strategic plan is in place for the maintenance and major project works for the next 10 years, including toilet refurbishment in the coming months
School: Thomas Telford School To sustain the exceptionally high standards achieved in 2022 at GCSE and A Level, matching or improving on all key performance indicators, including narrowing the gap further for boys and disadvantaged students	Regular monitoring of predicted grades informed by mocks and assessed work Targeted use of session 3 and Saturday school, especially boys and disadvantaged students falling behind Further develop the boy's project and revision support for all	Students GCSE Progress 8 above +0,5 and Attainment 8 above 60.0 All subjects above 90% 4+ and 80% 5+ Gender gap reduced by 30% Disadvantaged students to maintain performance A Level grades – A and above 50% and B and above 75	Data provided from the recent year 11 mock exams would provide confidence that collective GCSE targets can be achieved Significant work on supporting students with examination skills has been undertaken this term Work with targeted boys continues through the boys' programme. Year 13 take mock examinations at the end of January and sixth form predictions will be available in February
To further develop high quality teaching cultivated through planned professional development opportunities, identifying, developing and nurturing staff with the potential to become high quality leaders to assist succession planning	Regular monitoring of quality of learning via observations, learning walks and book trawls High quality coaching and mentoring for less experienced teachers Timely professional development opportunities to address identified priorities	Above 95% teaching observations at good or better Student books demonstrate strong progress over time. Confident staff with evidence of effective coaching/mentoring Emerging leaders identified and presented with developmental opportunities	New teaching and learning observation form has been introduced The highest standards are being sustained and this was endorsed by Ofsted in December Student books have been found to be exemplary Professional development activities supported by the National College and our in-house training are provide an array of opportunities for staff

Key Strategic Priorities (INTENT)	Strategies/Actions (Implementation)	Success Criteria (IMPACT)	Progress January 2023
To fully incorporate all aspects of the RSE & PSHE requirements into our curriculum with content delivered at a suitable level for all year groups, with some careers-related learning embedded into schemes of work for every year group, in every subject	RSE and PSHE taught in identified curriculum areas with clear focus given through assembly programme Every subject to identify and deliver careers related work across all phases of learning	Enhance student understanding and ability to articulate learning Impact on behaviours in/out of school Students demonstrate a greater understanding of career opportunities that exist related to all aspects of the curriculum	The RSE and PSHE Curriculum have been significantly developed and has become embedded into the curriculum for all year groups Ofsted were pleased with the implementation and impact. Some further work with mapping the PSHE/RSE learning journey in an easily understandable format for students was recommended
To develop greater resilience amongst students, supporting efforts to minimise well-being and mental health issues together with maintaining highly effective safeguarding arrangements	Focus through assembly programme Opportunity for all Year 9 students to experience an outward-bound residential experience Boys group, Heads Up group and Nurture group to encourage resilience All staff fully trained and able to articulate and manage safeguarding concerns with confidence	Greater propensity for students to find coping mechanisms and present strength of character to overcome difficulties Reduction in well-being and mental health cases Evidence of a continued strong culture of safeguarding in all areas of the school	Approximately 150 Year 9 students are set to attend an Outward Bound Trust residential week in the Lake District in February/March Intervention programmes are in full swing and the impact will be evaluated later in the year Mental Health and anxiety issues continue to exist in similar numbers, especially associated with exam study stress Safeguarding systems and processes were well received by Ofsted
School: Redhill Primary Academy Continue to improve outcomes for pupils in mathematics by ensuring that more pupils meet end of year outcomes in key aspects of declarative knowledge	Benchmarks for automaticity/fluency to be created for each year group – identify end of year milestones. Specific teaching of mental arithmetic strategies – through mathematics lessons, daily MA sessions, intervention, homework. Homework – weekly activities to reinforce learning from classroom; in	Benchmarks for automaticity/fluency to be created for each year group – identify end of year milestones. Specific teaching of mental arithmetic strategies – through mathematics lessons, daily MA sessions, intervention, homework. Homework – weekly activities to reinforce learning from classroom; in	Draft copy of the declarative knowledge benchmarks for Y1-Y6 created. This has been reviewed and finalised and now share with all teachers Maths book looked completed for all classes in school Maths drop-ins completed for all classes in school – feedback shared with staff

Key Strategic Priorities (INTENT)	Strategies/Actions (Implementation)	Success Criteria (IMPACT)	Progress January 2023		
	addition – target sheets to be used to continue to develop automaticity of key skills. Daily retrieval practice, in additional to daily mental arithmetic sessions, target key declarative knowledge as well as revisiting taught knowledge from across the year. Opportunities to practice should be built and developed in a logical sequence	addition – target sheets to be used to continue to develop automaticity of key skills. Daily retrieval practice, in additional to daily mental arithmetic sessions, target key declarative knowledge as well as revisiting taught knowledge from across the year. Opportunities to practice should be built and developed in a logical sequence	Maths targets have continued to be developed as part of our homework system and linked activities completed in school as well; these are changed half termly and are being embedded more securely Retrieval practice consistently being used daily in all phases across school; systems being reviewed to ensure consistency across year groups and school (Y1 – Last Lesson, Last Year; Y2-Y6 – Previous Week, Previous Blocks, Mental Arithmetic) CPD: Kate Burton consultant delivered a staff meeting – strengthening mental arithmetic Y2-Y6 Reception teacher shared good practice from consultants maths training on developing mathematical knowledge in Early Years (FS/Y1) Deep Dive completed with SN – maths identified as a strength, with arithmetic provision identified as a positive		
Continue to accelerate progress in writing for years 3 and 4 to ensure children are meeting expected standards.	Non-negotiable expectations are reinforced and monitored. Guided writing precision teaching is used to target key pupils who are off track. Pupils to be given sufficient time to practice and embed the knowledge. A raised whole-school focus in the autumn term. The use of handwriting practice for:	Increased number of children reaching expected standards and targeted pupils back on track	PD day-writing assessment grids shared and now being used effectively. Teachers report that there is much greater precision when assessing and planning next steps for pupils Moderation completed for the Autumn term and this confirmed the effectiveness of the new assessment grids. Teachers were more precise with judgements and were able to find		

Key Strategic Priorities (INTENT)	Strategies/Actions (Implementation)	Success Criteria (IMPACT)	Progress January 2023		
(IINTENT)	• Spelling • Embedding knowledge of grammatical structures and punctuation. Increasing the use of 'assessment for learning' opportunities, particularly at the start of lessons to inform pitch, interventions, and pupil targets. Additional adults assigned to these years groups are used effectively to maximise learning time and opportunities for children	(IIVIPACI)	evidence to show where progress had been made Literacy book looks completed. Focus of the scrutiny- non-negotiables, the SDP focus of letter formation and handwriting along with attainment and progress for all groups of learners Subject leader provided support to address continued handwriting issues to support Y3/4 teachers. These will be followed up during the Spring book looks. E.g. intervention, daily handwriting with spelling, focus teacher group during the whole class session, insistence on application through all subject areas SLT project working with focus TAs coaching model to continue through Spring term Team meeting discussion to support retrieval and embedding of Y3/4 spelling and grammar rules		
To ensure a smooth opening of the new nursery in February 2023	Review staff structure and recruit new staff Amend the opening hours, to offer an extended day Market the new Nursery and the extended provision Design the interior and outdoor learning environment. Review the admission policy and fees	All staff are of a high quality, with relevant early years' experience and skills. Practitioners understand child development and can deliver the school's curriculum effectively All welfare requirements are met Children learn and develop well and are kept healthy and safe The Nursery is full to capacity	Part time administrator in post managing pupil admissions, role will grow into more of a marketing position closer to opening Marketing has begun within the Redhill community and will involve a wider audience towards the end of January. Nursery remains full, currently running a waiting list A design plan has been created for the indoor area to incorporate all seven		

Key Strategic Priorities (INTENT)	Strategies/Actions (Implementation)	Success Criteria (IMPACT)	Progress January 2023					
			areas of learning. 2 quotes currently being sourced A principal design for the outdoor areas has been designed by the headteacher. Currently waiting on 3 companies to quote to design Review of fees, approved by finance director					
Continue to improve attendance and persistent absence figures so that they revert to pre pandemic figures	Fortnightly monitoring by HT Daily for those who are PA Reminder letters to parents about importance of good attendance and holiday request procedures. Rewards for good attendance Pastoral support for relevant pupils	Attendance % return to pre-covid levels Reduction in number of PA's	% Overall DA National All DA	2018-19 Pre covid 97.40 96.22	95.81 93.68 94.4 92.2	2022 Autu mn Term 95.74 92.76	2022 Jan 95.9 95.0 93.2	