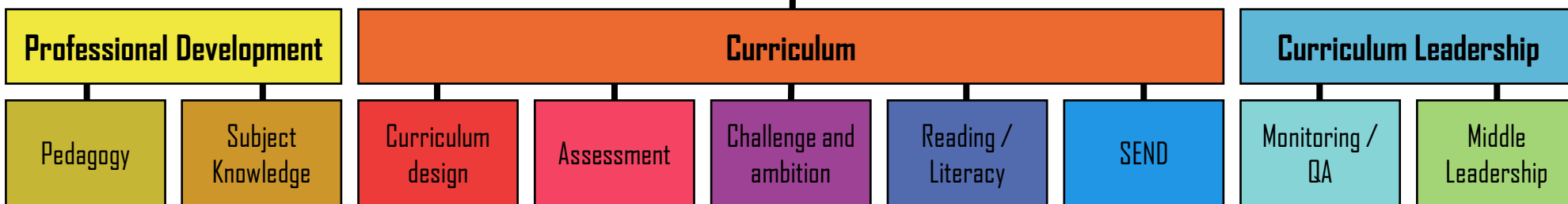


# QUALITY OF EDUCATION 2024/2025



	OBJECTIVES	ACTION POINTS
	<ul style="list-style-type: none"> <li>Continue to improve pedagogy by following Mortimer's Steps To Success.</li> <li>Continue to embed research-informed pedagogy, including the six effective learning strategies.</li> <li>Pedagogical professional development will be planned for all staff and will focus on SIP and Ofsted needs of the school. A focus on formative assessment, scaffolding/support and literacy.</li> <li>A high-quality Early Career experience is fostered across the school, fully supported by a range of subject specialist teachers and Teaching and Learning Team members, using Northern Lights teaching school hub as the Appropriate Body.</li> </ul>	<ul style="list-style-type: none"> <li>CPD is planned and delivered in-line with the Steps To Success document.</li> <li>Ensure all lessons contain the elements of great teaching and learning processes are evident in a lesson or sequence of lessons (Steps To Success).</li> <li>Learning process icons are embedded in all resources used in lessons.</li> <li>Ensure the six effective learning strategies are embedded in all subjects.</li> <li>Continue to embed weekly retrieval practice.</li> <li>T&amp;L Team, and other staff, to plan and deliver relevant professional development.</li> <li>Continue to regularly deliver inclusion training.</li> <li>Work towards effective formative assessment being used effectively in every lesson across the school and teachers use this feedback to adapt their lessons. Students respond to this feedback and adapt/edit accordingly.</li> <li>All ECTs follow the Early Careers framework using the DfE approved Education Development Trust as the lead provider.</li> <li>Induction Lead and all staff mentors to carry out the appropriate training through the new AB.</li> </ul>
	<ul style="list-style-type: none"> <li>To ensure the subject knowledge of all staff is of the highest standard to allow for sufficient challenge in the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>FL/HoD to focus some of their DEPT TIME on forthcoming topics and how best to teach them.</li> <li>FL/HoD to allow for quality sharing of good practice, including resources and different approaches to teaching a topic.</li> <li>All subjects to look into and join the relevant subject associations for up-to-date research, training opportunities and to develop subject knowledge.</li> <li>Teachers use their subject knowledge to challenge students' misconceptions as they arise. (Ofsted improvement)</li> </ul>

## Professional Development

Pedagogy

Subject Knowledge

## Curriculum

Curriculum design

Assessment

Challenge and ambition

Reading / Literacy

SEND

## Curriculum Leadership

Monitoring / QA

Middle Leadership

	OBJECTIVES	ACTION POINTS
	<ul style="list-style-type: none"> <li>All subject areas have an inclusive curriculum that is ambitious and contains clear end points which the curriculum is building towards and what students need to do to achieve these end points. Staff understand the curriculum constructs and how they build towards the overall curriculum end points.</li> <li>The curriculum continues to be a live document that is constantly reviewed and amended appropriately.</li> <li>All subjects are contributing towards the wider curriculum and improving their links with personal development, inclusion, SMSC, safeguarding etc.</li> <li>Lessons across a subject need to be consistently delivered across the department.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers, led by FL/HoD/2nds, continue to develop, improve and reflect on their curriculum offering.</li> <li>Lessons continue to be planned with a focus on the learning and progress rather than resource-driven. What are they learning rather than how!</li> <li>Ensuring all staff are aware of the end points and constructs, and that they are made explicit.</li> <li>All staff are aware that all students must have the same diet. That challenge is for every student and that this is monitored by the FL/HoD/2<sup>nd</sup> to ensure challenging lessons for all.</li> <li>Continue to plan for the wider curriculum e.g. SMSC, safeguarding, inclusion, diversity.</li> <li>Bringing the community in and taking the students out into the community becomes a focus of this year. School trips are planned for and enhance the curriculum offer.</li> </ul>
	<ul style="list-style-type: none"> <li>Assessment is used effectively (both formative and summative) and consistently to check progress towards the curriculum end points.</li> <li>Tests/exams should be well planned, with the purpose carefully considered.</li> <li>Assessment should occur regularly throughout all lessons to check student understanding and to address misconceptions.</li> <li>Assessments can be used to provide useful information about students that can be shared throughout their school years and by the teachers to review and amend the curriculum.</li> <li>Assessment is used to challenge misconceptions as they arise. (Ofsted improvement)</li> <li>Assessment is used to gauge students' starting points and tailor learning appropriately.</li> <li>Students' understanding is regularly checked and informs the teaching. Assessments are well-thought through and planned to measure progress towards the end points.</li> <li>The feedback policy is consistently used and applied by all staff.</li> <li>Feedback is clear, direct and based on research principles to enable students to reflect, improve and make progress.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments are well-planned and cover the constructs. Assessment design allows for easy analysis of a student's attainment and progress.</li> <li>Department meeting time is used to standardise and moderate assessments to ensure consistency.</li> <li>Departments collate a bank of exemplar responses for each assessment band to use as comparative judgement..</li> <li>MidYIS and other assessment information is used effectively to identify starting points.</li> <li>The data collected from assessments must allow the student to identify what they are doing well and their areas of development. This data must also be used by the teacher/department/faculty to assess the effectiveness of the curriculum (and act upon changes, if appropriate).</li> <li>Assessment data should follow the student throughout their 5 years – acting as a tool for teachers when they are planning their lesson content and to identify individual strengths and weaknesses.</li> <li>Ensure all faculties and departments consistently implement their feedback policy.</li> <li>Feedback and the checking of understanding must be planned into all learning experiences and allow the students to improve and reflect on their work.</li> <li>Formative assessment is used by the teacher to adapt the lesson (if needed).</li> <li>DIRT (dedicated improvement and reflection time) should be regularly planned into the curriculum; it should effectively fill the gaps. Students are given time to respond to this DIRT.</li> <li>All teachers to address misconceptions in a timely manner.</li> </ul>

## Professional Development

Pedagogy

Subject Knowledge

## Curriculum

Curriculum design

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Challenge and ambition

Reading / Literacy

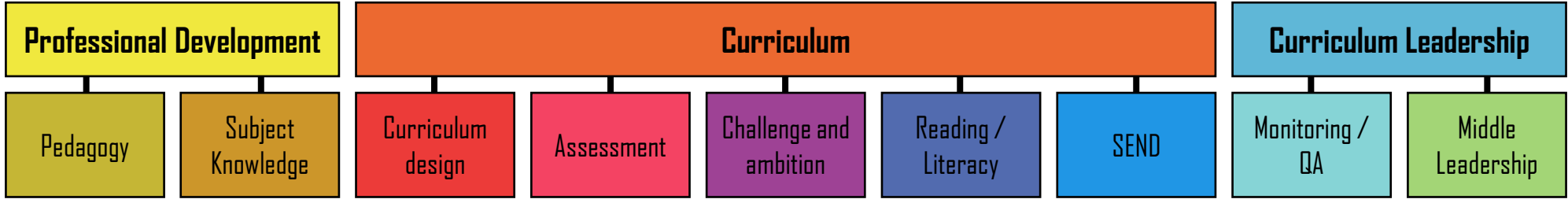
SEND

## Curriculum Leadership

Monitoring / QA

Middle Leadership

OBJECTIVES	ACTION POINTS
<ul style="list-style-type: none"> <li>To ensure provision for all (including disadvantaged and SEND students) is challenging and appropriate support is given to students with additional needs to enable them to access the curriculum.</li> <li>Regular assessment, in all lessons, should allow the teacher to address misconceptions and assess the need for scaffolding and support.</li> <li>Teachers must adapt learning to meet the needs of all students, including those with SEND, while delivering a lesson which will challenge all students in the classroom.</li> <li>Teachers must have high expectations of all students.</li> </ul>	<ul style="list-style-type: none"> <li>All lessons must provide all students with the correct level of challenge and scaffolding to allow for progress over time.</li> <li>Scaffolding is planned into all lessons to ensure all students can succeed in the most challenging of lessons. This should be removed over a period of time.</li> <li>Resources should be chosen that are appropriate for the class they are being used with and not because they are convenient.</li> </ul>
<ul style="list-style-type: none"> <li>Reading intervention is used as a tool to support identified students from an early stage within KS3 curriculum.</li> <li>Identified students are tested twice a year and progress is monitored throughout the academic year to improve reading progress.</li> <li>Implement the use of 'The Literacy Engine' into weekly form time, optional extra reading and to share articles with other subject areas.</li> <li>All teachers should ensure students are regularly using key vocabulary for their subject and insisting on it being used.</li> <li>Targeted training for staff is planned and delivered so that teachers are well equipped to support students to become confident, fluent readers.</li> <li>Appropriate texts are planned into lessons, where relevant (Goldilocks texts).</li> </ul>	<ul style="list-style-type: none"> <li>Whole school reading programme, identified by the SEND department, is deployed to those students who need early intervention to support their learning across the curriculum.</li> <li>NGRT tests will be administered twice a year, and the data will be used to monitor the progress of reading and provide strategies for T&amp;L implications.</li> <li>A HLTA leads the intervention programme and actively monitors progress and plans individual 1:1 intervention when required.</li> <li>To motivate students, postcards and praise to parents are regularly communicated.</li> <li>To share chosen articles with form tutors, post articles on ClassCharts and to allow other subjects to use articles within their lessons.</li> <li>Use texts, including 'The Literacy Engine', to ensure students do consistency read wisely to build their knowledge and interest in different types of texts. (Ofsted improvement)</li> <li>Teachers identify and plan for the use of Goldilocks texts.</li> </ul>



OBJECTIVES	ACTION POINTS
<ul style="list-style-type: none"> <li>To ensure all staff are aware of student needs in their classroom and ensure this is acted upon.</li> <li>SEND student information is easily accessible to all so these students are effectively planned for and supported in all areas of the curriculum.</li> <li>Curriculums are successfully adapted, designed and developed to be ambitious to meet the needs of students with SEND – departments proactively reflect and act on this if it is not the case.</li> <li>Early and intensive intervention as appropriate to ensure better outcomes are achieved for all SEND students. This includes focus of SEMH and C&amp;G.</li> <li>Reading attainment is used to inform effective practice and interventions.</li> <li>Students with SEND are prepared well for the next stages in life, experiencing a broad range of cultural capital opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Student passports are regularly updated, and new information is shared with staff via SchoolRobins.</li> <li>Half termly SEND CPD and key updates to be delivered to staff during twilight time.</li> <li>LZ classes should be seen as a fluid – students should be moved when deemed appropriate and ready.</li> <li>All teachers must follow the student passports and know this information for all students in their classes. Teachers must act upon, and plan for, this information.</li> <li>Student passports are regularly updated, and new information is shared with staff via SchoolRobins.</li> <li>Staff to regularly check the Exams Access Arrangement information shared on student passports to ensure NWDW are applied to all assessments.</li> <li>All SEMH and C&amp;G interventions are bespoke for individual needs and robustly monitored.</li> </ul>
<ul style="list-style-type: none"> <li>ECTs to have half termly formal observations, adhering to the ECT framework.</li> <li>Half-termly monitoring of subjects from FL/HOD and T&amp;L Team.</li> <li>Continue to have an exam review meeting and an end-of-year catch up meeting with all FL/HOD.</li> <li>Student voice to be used to reflect and review delivery of Steps To Success.</li> </ul>	<ul style="list-style-type: none"> <li>T&amp;L Team, alongside ECT mentors and FL/HoD to complete 6 formal observations throughout the year. ECTs who need support will be identified promptly by ECT mentors and FL/HoD.</li> <li>FL/HOD and T&amp;L link member to monitor half-termly. Feedback to be shared, when appropriate. DIPs to be used and reflected upon.</li> <li>Triangulate information from the students, student work and lesson content to aid school improvement.</li> </ul>
<ul style="list-style-type: none"> <li>Middle leaders ensure their team deliver the curriculum consistently and with relevant challenge.</li> <li>Middle leaders monitor their team to ensure school policies are followed (including Steps To Success).</li> <li>Middle leaders should ensure they continue to identify weaker practice amongst staff and provide appropriate professional development to improve the QoF across the school.</li> <li>Support in place for new FLs/HoD. Support in place for all FL/HoDs.</li> </ul>	<ul style="list-style-type: none"> <li>Must check, during monitoring, to make sure the curriculum is being delivered effectively (Ofsted improvement).</li> <li>Leaders continue to work with staff to improve the quality of their teaching (Ofsted improvement).</li> <li>All staff implement the department’s feedback policy consistently. This should be monitored regularly.</li> <li>Middle leaders need to identify effectively what needs to be improved within their department and take steps to improve this – along with quality next steps. FL/HoD to flag concerns to T&amp;L Team.</li> <li>New middle leaders to be given a ‘buddy’. Middle leaders course to be rolled out over 2024 2025.</li> </ul>

# PERSONAL DEVELOPMENT 2024/2025

Ambition

Link careers and subject knowledge

Inclusion

Meaningful experiences

Life skills

Opportunities

Nurture

Challenge stereotypes

## OBJECTIVES

## ACTION POINTS

- Transition

- Transition manager effectively communicates, and visits, key primary-feeder schools. Regular contact with key feeder schools
- Develop the relationship between Mortimer and key primary schools within Mortimer's catchment area.
- Ensures the updated prospectus and transition literature (e.g. the Welcome letter and parent information leaflet) is ready for new year 7 students
- Transition manager takes lead on planning and implementing the plans for Y6 Open Evening and the transition days for new year 7 students
- Communicates with the primary schools regarding new year 7 intake students (e.g. SEND students).

- Personal development (KM/JM)
- To provide meaningful opportunities for students outside of the academic environment
- To allow students to participate in extra-curricular opportunities across all areas of the school
- To develop student voice to be inclusive of all Mortimer students
- To ensure personal development is diverse and relevant to Mortimer students

- Actively promote equality of opportunity & challenges stereotypes through a range of planned lessons, assemblies, form time
- Develop CPD opportunities for staff to ensure they are confident in delivering statutory content.
- Continue to promote an inclusive school through planned learning episodes and regular events (e.g Disability Pride and Pride)
- Continue to celebrate different religious celebrations alongside Christian ones (e.g. Eid, Ramadan, Diwali, Lunar New Year).
- To promote extra-curricular opportunities regularly to students

- SMSC & RSE (KM)
- To continue to ensure students receive age-appropriate sessions on a range of topics covering transitions, relationships, personal safety, health and wellbeing, British values and diversity.
- To review KS4 PD and ensure content is relevant and up-to-date
- To enhance student knowledge and understanding by making links with other agencies and organisations
- To make sure main stakeholders are consulted on the curriculum and the subject content is clear to view
- To deliver SMSC and RSE through the curriculum

- Continue to develop SMSC provision across the school through 2024/2025 ensuring the curriculum is fit for purpose and meets statutory requirements
- Review and embed the KS4 Personal Development lessons to ensure they meet statutory requirements and are up-to-date
- Continue to make links with outside agencies to develop SMSC provision across the school during drop down days and enrichment days
- Develop opportunities for staff training to ensure staff are confident in teaching PSHE and RSE.
- Complete a parental consultation to ensure SMSC provision has been shared with the wider community.
- Ensure the school website section for SMSC is developed and accessible for all community members.
- Develop an audit document for all curriculum areas to assess SMSC in the curriculum
- Form teachers deliver the statutory (pre-planned) requirements, with quality first-teaching, to all students.
- Continue to promote these opportunities to the wider community through social media
- To make further links with the local authority to develop student voice and embed the Smart Student council

### Careers (JM)

- Continue to work towards embedding Gatsby benchmarks within the schools CIEAG curriculum.
- To provide meaningful encounters with at least four providers (apprenticeships and technical education providers) in line with the new Provider Access Legislation.
- Support and encourage students to progress to positive destinations and reduce the risk of NEET .
- Engage with main stakeholders (parents/carers and employers).
- Offer opportunities and experiences tailored to the needs of each student.
- Strengthen our GB4 requirement to promote students' career learning, development and wellbeing in order to enhance students' subject learning and attainment and their overall personal and social development

- Have a stable and structured careers programme that is posted on our school website.
- Every student should have access to good quality and UpToDate labour market information through the Job of the Week
- Ensure two encounters for students during KS3 (year 8 or 9) that are mandatory for students to attend.
- Ensure two encounters for students during KS4 (year 10 or 11) that are mandatory for students to attend.
- Continue to implement high quality and sequenced careers provision curriculum Careers lessons for Year 9, 10 and 11 students
- Use previous destination data to plan careers activities.
- To provide each learner with a meaningful encounter an employers by the age of 14.
- To provide KS4 students with the opportunity to receive independent careers advice via personal guidance meeting.
- Mortimer's Career's programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Keep systematic record of the individual advice given to each pupil and subsequent agreed decisions

# PASTORAL & ATTENDANCE 2024/2025

Attendance

Punctuality

PA Students

Alt Ed

Behaviour

Attitudes

## OBJECTIVES

- Improve attendance so it is at least in line with national average.
- Reduce the number of students who are causing concern with attendance below 90% (PA).
- Reduce the number of lates to school
- Reduce the number of lates to lesson.
- Develop partnerships with ALT ED provision to enhance the offer for some of our vulnerable students and school refuses

## ACTION POINTS

1. Attendance Team and HOY to monitor and analysis attendance data.
2. Attendance Team and HOY to arrange calls and meetings with identified parents to discuss attendance issues.
3. Attendance Team and HOY to deliver targeted intervention and support to students and families identified as having poor attendance.
4. Attendance Team to continue to work alongside Local Authority to tackle persistent absence.
5. Attendance Team to develop further strategies to ensure attendance is high profile across the school, with student attendance success stories to be celebrated consistently.
6. Ensure the attendance module of Class Charts is used to improve communication for reporting of student absence.
7. ALT Ed Manger/HOY non-attendees to take full responsibility for students who attend alternative provision and continue to ensure that the provision is a safe place for students to attend through regular QA checks and visits.
8. KSCo/Alt Ed manager and HOY for non-attendees to ensure a support plan for students to return school full time is implemented - reducing the number of students on a part-time timetable.

## BEHAVIOUR AND ATTITUDES OBJECTIVES

- Behaviour for learning and uniform polices are followed and demonstrate impact through the enforcement and follow through of our expectations.
- Uniform and equipment to be exemplary.
- Reduce the number of fixed-term suspensions.
- Reduce the number of detentions across the school with the number of repeated offenders significantly reduced.
- Improved communication with HOD/FL, SENDCo and home.
- Raise achievement points and reduce behaviour points for all students in all lessons.
- Reduce the number of incidents of students who are borrowing uniform.
- Develop the reward system across the school.
- Improve communication across the pastoral team in addition to the quality assurance of our pastoral systems.
- Enhance the pastoral activities event schedule.

## ACTION POINTS

1. DHT Pastoral to ensure staff are held to account to the agreed policies.
2. KSCo to ensure greater consistency among pastoral staff in enforcing the highest of standards in relation to uniform and equipment through basic expectations enforced and standard walks occurring that do not impact on T&L.
3. Pastoral staff to be high profile at lesson changeover to ensure students are on time for lessons and to ensure a calm purposeful atmosphere throughout the day when moving between lessons.
4. HOY/AHOY to ensure persistent offenders receive a priority check-in first thing in the morning and throughout the day.
5. HOY to identify and frequently visit hotspot lessons throughout each day including those lessons covered by supply staff, liaising with HOD/FL, SENDCo and home when necessary.
6. Teaching staff to be part of the centralised detention system through a restorative approach to prevent repeat incidents in the same lesson.
7. KSCo to undertake QA of Class Chart 'serious incidents on a weekly basis
8. KSCo to undertake QA of CPOMS logs and initiatives on a weekly basis
9. HOY to work with families to establish the root cause of persistent uniform issues and offer support and strategies when appropriate.
10. HOY to ensure weekly social media pastoral stories are shared with high profile celebration of student success
11. Reward levels to be high profile and celebrated consistently
12. Refinement of reward system at Level 8+
13. Yearly calendar to be well structured, planned well in advance, with all events carried out to the school's expected standard.

# SAFEGUARDING 2024/2025

Students

Training

Governance/  
Policies

National /  
Local Trends

## OBJECTIVES

## ACTION POINTS

- To ensure our school is compliant with regards to national policy updates.
- To ensure that all students on roll are safeguarded from any adult and/or establishment that are unsuitable to work with children.
- SCR continuously updated
- Ensure key staff have up to date safer recruitment training

- Ensure key safeguarding policies are updated for Sept 2023 and shared with staff in line with new legislation when it is published (e.g. KCSIE 2024) and policies are continually reviewed and updated throughout the year if required as a result of reviewing best practice.
- Ensure appropriate filtering and monitoring systems are in place to meet the new standards as set out in KCSIE 2023 by liaising with appropriate stakeholders, namely; Governors, SLT, DSL and Deputy, IT provider and all staff.
- Carryout an annual review of the schools filtering and monitoring systems.
- To liaise and work with school governors in particular the safeguarding governor (P ChippenDale)
- Ensure SCR spreadsheet uptodate
- Ensure visitor sign-in procedures are rigorous and all staff are aware of the procedures to vigorously vet ALL visitors to the school site. This will include implanting a new digital sign in system.
- Ensure appropriate checks continue to be carried out on alternative education providers through a quality assurance document checklist.
- Ensure staff are aware of how to report concerns around other adults – Low Level Concerns / Whistleblowing Policy
- Ket staff have safer recruitment training.

- To ensure that all college staff can identify signs of abuse and contextualised safeguarding issues and know:
  - Who to report any concerns to DSL/Deputy DSL/SLT/Pastoral Team.
  - How to deal with a disclosure.
  - How to report any issues – all concerns to be logged onto CPOMS or in person if the child is at immediate risk of harm.
  - Staff know their role within filtering & monitoring of technology.

- To ensure all staff receive on-going safeguarding CPD suitable to their role and the needs of the school or any emerging trends that need addressed ( including online safety training).
- To ensure that all new staff undergo safeguarding and child protection training (including online safety) as part of their induction to school.
- CPD planned every ½ term for all staff to ensure they have relevant up to date safeguarding knowledge.
- Ensure all governors and non-teaching staff such as invigilators, caretakers, cleaners, lunchtime supervisors and kitchen staff all receive appropriate safeguarding training. Liaise with BMI to arrange.
- Ensure all staff are aware of how to use CPOMS to record incidents.
- Train safeguarding assistant to be able to produce safeguarding reports and data for DSL and deputy.
- All staff to receive training so they have an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring and know who and how to raise any concerns around inappropriate use of technology.

# SAFEGUARDING 2024/2025

Students

Training

Governance/  
Policies

National /  
Local Trends

## OBJECTIVES

## ACTION POINTS

- To ensure that all our students are taught about how to keep themselves and others safe, including online.
- To ensure our school has designed our PSHE curriculum with it having due regard to the DfE's 'Relationships and Sex Education' statutory guidance.
- To ensure that as a school we deliver preventative education in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

- Liaise with external partners like Northumbria Police, local safeguarding partnership to deliver safeguarding workshops around contextualised safeguarding themes. - PSHE /Drop Down Days
- Liaise with the head of PSHE to ensure our students are taught safeguarding themes around contextualised safeguarding to empower our students with the knowledge to make good decisions to keep themselves and others safe.
- Use of safeguarding data to identify emerging trends and patterns and liaise with external providers and head of PSHE to give preventative education to our students.
- Set up regular meetings/feedback questionnaires with students to gain their views on safeguarding in order to improve practice.
- Continue to promote and share Online Safety with parents – National Online Safety Accreditation – Need to check costs £££ on whether to continue with this.
- Improve use of social media to share regular safeguarding information with students and parents as part of increasing knowledge around contextual safeguarding.
- Oversee the mental health provision offered to students and liaise with all key stakeholders. Ensure an appropriate member of staff has completed the Senior Mental Health Lead course. - LMALLAM has completed Senior Mental Health Lead Course.

- To ensure a multi agency approach to safeguarding.
- To ensure we remain up to date with current safeguarding issues.

- To liaise with a range of specified authorities, such as the police, social services, South Tyneside Safeguarding Children and Adults Partnership, youth offending teams, health services, to work collaboratively, share data and information.
- When national safeguarding trends are identified analyse these and implement any changes to school policies and procedures if necessary.



# ACCOUNTABILITY/CHALLENGE/CONSISTENCY 2024/2025

OBJECTIVES	ACTION POINTS
<ul style="list-style-type: none"><li>• Revamp PM to reflect school priorities in SIP</li><li>• Consistency at all levels improves throughout the school.</li><li>• To ensure all staff are operating within their remit and are challenging themselves and each other to improve.</li><li>• Line managers to drive and support improvement at all levels.</li><li>• Governors challenge the school leadership team on every aspect of the school.</li><li>• Pupil premium plan and statement of intent to be reviewed with LA SIP.</li><li>• Catch up funding allocated appropriately if available.</li><li>• To ensure that mental health and wellbeing of all stakeholders plays a significant part in the daily and strategical running of the school.</li><li>• Year 11 intervention is timely and appropriate.</li><li>• To ensure staff have greater say in procedures and policies in the school.</li><li>• Manage the school extension in a safe and workable manner.</li><li>• Ensure all stakeholders are up to date with Ofsted and DfE requirements.</li></ul>	<ul style="list-style-type: none"><li>• PM guidance to be reviewed and altered accordingly</li><li>• TLR holders and line managers hold staff to account through support and PM.</li><li>• Regular Governor meetings challenge SLT.</li><li>• Link Governors to be reassigned and meetings to be meaningful with key staff.</li><li>• Audit of pupil premium and catch up spending linked to capacity for extra teaching/ support staff.</li><li>• SHI to meet regularly with HOY from Jan 25 to plan intervention with regards to feedback from departments for individual students.</li><li>• Staff voice continued in order that staff can become more involved in decision making processes that will allow for greater efficiency in the running of the school.</li><li>• Wellbeing events scheduled throughout the academic year.</li><li>• Ensure HS policies are in place</li><li>• Ensure timely information is passed on to all staff</li></ul>