

*Priority 1*

**High Quality Teaching and Learning**

**Objective:**

All teaching across the school to be good or better, with a particular focus on high expectations, secure recall of knowledge and positive attitudes to learning.

**Actions:**

1. All teachers to be observed in the autumn term, teachers who are new to GA to be observed at least twice a year
2. Under-performing teachers to be given a T&L mentor (AHT T&L)
3. All teachers to engage with whole school Teaching and Learning priorities and strategies as an expectation
  - Whole school priorities:
    - a. (Boys') engagement
    - b. Recall of key information
    - c. Independent and resilient learners
4. Teaching and learning group to focus on development of strategies to achieve whole school priorities
5. Teaching and Learning priorities and strategies to be a regular agenda item in departmental and year team meetings
6. Internal CPD to focus on teachers' and support staffs' pedagogy with a focus on whole school priorities and strategies
7. External CPD to focus on teachers' and support staffs' pedagogy, subject knowledge and curriculum knowledge
8. Literacy, Numeracy and Oracy are embedded across the curriculum
9. Continue to work closely with the UoB and other providers to attract high quality trainee teachers

**Success Criteria:**

**Year 11 (FFT20 targets)**

- Progress 8 score: Not available at present time due to need for adjustments to return to 2019 levels
- Attainment 8 score: 4.9
- 50% Grade 5 or above in English & maths
- 83% Grade 4 or above in English and maths

**Year 10 (FFT20 targets)**

- 58% Grade 5 or above in English and maths
- 76% Grade 4 or above in English and maths
- Attainment 8 score: 4.7

**Key stage three**

S- or higher	Reading	Writing	Maths	Science
Year 8	88%	89%	87%	86%
Year 9	85%	85%	86%	86%

**Assigned Governors:** Sara Redmond, Jo Jarvis and Natalie Hopkins

**Lead staff:** [chapmanl@goldington.beds.sch.uk](mailto:chapmanl@goldington.beds.sch.uk)

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*Priority 2*

**Broad and balanced curriculum**

**Objective:**

Curriculum to be continuously challenged, reviewed, mapped and updated

**Actions:**

1. Leaders at all levels regularly review and quality assure each subject to ensure it is implemented sufficiently well
2. The teaching of vocabulary and reading in all curriculum areas is prioritised (LAC Coordinator)
3. SLT to be familiar with the content of those subjects which they line manage as an expectation and use SLT link meetings to regularly discuss curriculum and it's development
4. Careers learning links to be embedded in the curriculum (Gatsby Benchmark 4) (Careers Lead)
5. Curriculum Leaders to ensure curriculums are diverse and representative
6. Curriculum leaders should seek opportunities to enhance the digital skills of students (including in the setting of homework)
7. Learning walks, work scrutiny, pupil voice on the curriculum are used to monitor the curriculum and its delivery (SLT/curriculum leaders)
8. Teaching materials are appropriate, engaging and in line with T&L strategies/SEN non-negotiables.
9. All curriculum leaders to work with external organisations/'critical friends' to develop good practice and moderate curriculum (curriculum leaders)
10. Work with external organisations to broaden the extra-curricular opportunities for all students (e.g. The Harpur Trust, Lockheed Martin, UoB, The Place etc.)
11. Establish/maintain subject specific links with employers (Gatsby Benchmark 5 & 6) (Careers Lead)

**Success Criteria:**

- All pupils offered a curriculum across their whole time in secondary education that is rich, ambitious and well sequenced.
- Pupils have the opportunity to study a wide range of subjects at both KS3 and KS4.

**Assigned Governors:** Jo Hawkins, Dharminder Mehmi and Stuart Bolton

**Lead staff:** [chapmanl@goldington.beds.sch.uk](mailto:chapmanl@goldington.beds.sch.uk) [thomass@goldington.beds.sch.uk](mailto:thomass@goldington.beds.sch.uk)

## Wider Strategies (including targeted academic support)

### Objective:

To engage with parents and external providers to support the academic and emotional progress of the pupils, so that all pupils make progress in line with or above expectations including the more able, SEN or those eligible for the pupil premium funding

### Actions:

1. Full use to be made of coordinated approach to out-of-hours teaching/support (before school, lunch, after school and evening/weekend sessions)
  - School led tuition - Saturday school
  - Aspire (via UoB)
  - Timetabled English and maths interventions
  - Revision/support/catch up sessions and drop-ins in all subjects
  - Holiday and weekend sessions
2. All pupils across the school to receive academic mentoring (Academic Mentor Lead, Form Tutors)
3. Ensure that all pupils with an EHCP are adequately supported in and outside of lessons
4. Monitor performance of disadvantaged pupils, SEN pupils, more able pupils and underperforming pupils as whole-school priorities
5. Support the mental, social and emotional development of all pupils (All staff/AC)
6. Extra-curricular opportunities both within school and with external organisations to be promoted as an important extension of the curriculum provision
7. Actively encourage and monitor the participation of disadvantaged pupils and SEN pupils in enrichment opportunities, with a focus on developing cultural capital
8. Guide students to explore and develop career ideas and have high aspirations including:
  - Life Skills
  - Futures talks and Assemblies
  - Tutor time activities
  - Extra-curricular visits, Careers Fairs and Employer visits
  - National Careers Week and National Apprenticeship Week activities
  - Subject-based careers learning embedded within curricula
9. Encourage and monitor parental engagement with the school, identifying families who regularly do not engage, and putting in strategies to improve home/school interaction

### Success Criteria:

- Pupils to be offered a range of academic interventions
- Data points will show a narrowing of the gap between disadvantaged and non-disadvantaged pupils
- Targeted groups of pupils will make progress in line with expectations (based on prior attainment)
- Quality careers advice and guidance is provided for all students

Assigned Governors: Azma Ahmad Pearce and Kate Reynier

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