

TARGETS 2018 - 2019 What is the target and when in the school year will the target be worked on?	INTENDED OUTCOMES What will we see? What's going to be different? What will be in place that wasn't before?	INTENDED IMPACT What will be the desired effect on pupils, staff, or parents? How will the outcomes change the way children, staff or parents think or behave?	REVIEW AND EVALUATION Monitoring the progress Who will monitor? How often will they monitor? When will it take place?	TRUSTEE PRIORITIES	RAG 1 (by 26/10)	RAG 2 (by 7/01)	RAG 3 (by 16/03)	RAG 4 (by 31/05)	Summative RAG (by 20/07)
To ensure that accreditation outcomes show the breadth and depth of progress that children make at their time at PFS using nationally recognised programmes and qualifications from Key Stage 4 onwards	*100% of all KS4 and KS5 pupils will have a personalised accredited learning programme profile in place and this will be communicated to pupils and parents by end of September 2018; *By the end of 2018-2019, 50% of KS4 and 100% of KS5 pupils will gain a qualification that is accredited by OCR/AQA;* KS5 pupils will have completed their Duke of Edinburgh Award Bronze Award by Summer 2019;*100% of all KS4 and KS5 pupils will have completed at least two modules from ASDAN	*Accredited learning pathway Parents Evening - September 2018 attended and led by SLT; *Follow up meetings with parents led by HoS AHOS (CAS)/KS4/5 Leader by October 2018;* Key Stage 4 and 5 Leader to monitor progression of courses fortnightly with HoS/AHOS (CAS); *Quality Assurance calendar created to map key milestones and times with regards to monitoring assessment requirements *Learning journal scrutiny	*Accredited learning pathway Parents Evening - September 2018 attended and led by SLT; *Follow up meetings with parents led by HoS AHOS (CAS)/KS4/5 Leader by October 2018;* Key Stage 4 and 5 Leader to monitor progression of courses fortnightly with HoS/AHOS (CAS); *Quality Assurance calendar created to map key milestones and times with regards to monitoring assessment requirements *Learning journal scrutiny	Life after school					
To give all pupils the opportunity to develop their employability skills through internal and/or external work experience placements, supporting the 14-19 agenda	*100% of all KS4 and KS5 pupils will have completed at least one internal work experience placement; *100% of KS5 pupils will have completed at least one local, external work experience placement; *the establishment of a local supported internship forum that enables PF and, where appropriate MCT pupils to access external placements; *100% of all KS4 and KS5 pupils to take part in at least one enterprise project and to follow an accredited learning programme related to the enterprise project	*All pupils at KS4 and KS5 will follow a meaningful work experience programme that will introduce them to genuine work based skills that can be built upon;* the external work experience programme will give pupils employment opportunities; *all learners will gain work experience 'credits' that will give learners a sense of achievement and contribute to each learner's 'CV'; *Strengthened links between MCR and PF 14-19 departments; *Enterprise activities will be placed into the fabric of the school year where 14-19 learners will lead upon developing independence	* AHOS (CAS) and HoS to set, track and monitor initial internal work experience placements - Autumn Term 2018; *Key Stage 4/5 leader with AHOS (CAS) to set and monitor external placements from January 2019; **Key Stage 4/5 leader to meet with employers - PF Careers Conference Spring 2019; **Key Stage 4/5 leader to report to SMT half termly	Life after school					

<p>To regularly collate, analyse and disseminate behaviour patterns in order to understand and improve pupils' and staff behaviour over time to build and empower behaviour for learning</p>	<p>*Regular weekly updates at SMT meetings discussing the tracking and monitoring Red and Amber Incidents over Time via BehaviourWatch to improve understanding of where the issues are, in what depth and the nature of the issues;*Key Stage Leaders to implement and reinforce strategies including 5P approach to be utilised to reduce incidents by at least 50%; *Twilight training for whole school on behaviours that challenge to be held during Autumn Term 2018; Review of Behaviour for Learning approaches as part of the Behaviour policy; *Behaviour for Learning to be placed as a standing agenda item on class team and Key Stage meetings</p>	<p>* Staff are able to anticipate and prevent behaviours escalating because of their confidence and knowledge gained in training in how to manage situations; *Use of the 5P approach keeps classrooms calm which increases outcomes for pupils; *pupils are able to self regulate with reduced adult intervention and are aware of the consequences of their actions; *BehaviourWatch data will show trends and frequency of triggers over time that will enable faster, timely and effective interventions to reduce incidents and will reduce SLT intervention/input; *Key Stage leaders will know how to intervene effectively due to training and clarity of knowledge of their classes behaviours which in turn strengthens the morale of the staff within the Key stage because there is clarity and consistency of approach by all staff</p>	<p>*JC to provide regular updates to SMT on amber and red incidents and, within red, incidents and trends of physical intervention. *Termly review by JC of children who have behaviour plans. *Feedback from SMT from learning walks and regular general visits to classrooms.</p>	<p>Life after school</p>					
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<p>To refine support for parents by ensuring the workshop offer reflects known parental demands</p>	<p>*Create target groups of parents for specific workshops with a 70% uptake per target group/workshop; 60% of families will attend at least one Family Forum group meeting per term; Open mornings and afternoons to be scheduled into the school calendar at least once a term with at least 60% attendance by parents for each event; *At least 20% of workshops to be led by external providers developing community/partnership links</p>	<p>*Parents will know and gain confidence in the school that the expertise they are receiving is focused for their specific needs and feedback and attendance data given by parents will inform the success of the new approach; *The newly formed Family Forum group meetings facilitated by school will strengthen further links to extended family members to support the school; *Regular opportunities for parents to come in and see their child's learning experiences and celebration of achievements will increase confidence in parents and the local community in the school's ability to educate their children; *Increased knowledge of specific learning difficulties/strategies as provided by external providers will enhance the school's reputation for strong community and parental partnership working</p>	<p>*Family Services Co-ordinator and AHOS (BWI) to report findings once a term on workshop uptake: *HoS to report to LAB every half term throughout the year; *Feedback from parents - verbal and written; *Admin team to collate statistics of attendance of Open events and report to HoS after each event; *Family Services Co-ordinator to create target groups of parents for workshops and discuss with AHOS (BWI) fortnightly; *Termly Action Plans to be monitored by SLT and DfS</p>	<p>Life after school</p>					
<p>To create and implement an ICT action plan that delivers increased effective use of digital technology that motivates and engages learning for all throughout the whole curriculum in all key stages</p>	<p>*Full audit of current ICT provision at Pentland Field to be completed by end of September 2018 *Each class to have a basic (floor) standard of ICT resource accessibility by November 2018; *Action Plan for ICT to be completed by October 2018; *AHOS (CAS) to attend TES SEN Show in October 2018 to seek solutions; *HoS to attend BETT 2019 to do the same; *ICT to be evident in teaching and learning across the school at least Level 1(UICT); *E-safety training to be delivered at an appropriate level across the school throughout the year</p>	<p>*The school will be in a position to know how to move forward having identified areas of need; * through relevant training of floor standard ICT resources ALL pupils and staff will know how to use the resources to effectively utilise ICT within the curriculum; *ICT implementation and demonstration of current ICT skills will become an explicit part of planning and of teaching and learning that teaching staff will be more confident in delivering; *A clear tracking and monitoring process of how ICT works across each Key Stage will be in place for staff and pupils along that will encourage independent learning and stretch and challenge; e-safety courses will give parents, staff and children reassurance of how to use ICT safely both at school and at home</p>	<p>Class teachers - weekly meetings; *Fortnightly Key Stage team planning meetings *AHOS (CAS) and Key Stage Leaders - Fortnightly meetings; *feedback from ICT Strategy Meeting once every half term *SMT weekly meetings; *SLT weekly meetings;</p>	<p>Cross Academy working</p>					

<p>Ensure the topic-based curriculum, by means of shared planning and resources is of a sufficiently high quality and is broad enough to give sufficient weighting to all the foundation subjects</p>	<p>*Full topic coverage to be recorded using long term planning by end of October 2018; *Key Stage Leaders and AHOS (CAS) to have delivered at least two cross curricular days per full term; *Regular Whole School Science focus investigations days to be delivered at least one per full term; *Extension of upper levels of assessment criteria for all foundation subjects to ensure breadth</p>	<p>* Topic based learning will have a sharper focus and clarity regarding the assessment of progress; *there will be a curriculum provision map that ensures even coverage along with guidance on the range of creative approaches to be employed; *Staff skills will be delivered via training sessions that will build confidence in these areas; *regular cross curricular days that will enable coverage, variety and enjoyment across the curriculum; *clarity of assessment for foundation subjects will be in place that will enable pupil progress to be tracked and monitored that gives staff additional confidence about outcomes</p>	<p>*Monitoring of topic based coverage by weekly Key Stage Leader meetings; *Curriculum provision map reviewed by class teams in weekly class team meetings; *Weekly CPD training sessions and twilight training feedback forms; *verbal and written feedback from staff and pupils following cross curricular theme days; *HoS 1:1 meetings with Ass HoS (CAS) to discuss analysis of data capture at data drop points across the year</p>	<p>Cross Academy working</p>						
<p>All Phase leaders have high expectations for their students and staff, and are confident in the quality of teaching and learning in their department through their support, monitoring, and training</p>	<p>Key Stage Leaders will disseminate relevant information from SLT to all staff within their department; Key Stage Leaders will set half-termly meetings with teachers and learning support assistants to regularly review systems and share good practise; *Teachers will set targets that will be aspirational, these will be monitored by Key Stage Leaders and through open dialogue and relevant interventions agreed; *Key Stage Leaders will meet fortnightly with AHOS (CAS) to regularly review children of concern; *Key Stage Leaders will meet regularly with AHOS (BWI) to discuss ongoing <i>pastoral concerns</i></p>	<p>*Staff are clear about expectations for their children and young people, looking at all sources of data to improve outcomes; *children and young people are stretched and challenged through targeted, differentiated approaches to learning that are regularly reviewed; *targetted strategies that are pertinent to the age and stage of pupils will show through a greater confidence and understanding of planning and delivery by all teaching staff; Key Stage leaders will programme and target training that is responsive to the needs of their teams that is immediate and will result in tangible results that are tracked over time and amended accordingly</p>	<p>*Analysis of data per Key Stage - weekly 1:1 meetings with AHOS (CAS and BWI); *Class teacher and KS leader meetings - weekly; PFSG analysis of strategies to monitor outcomes per key stage half termly; * Key Stage meeting minutes; * Key Stage leader meetings with therapeutic staff to ensure interventions are effective</p>	<p>Cross Academy working</p>						

<p>To provide explicit leadership of CPD to ensure whole-staff, specific groups and individual appraisal training needs support the school's priorities.</p>	<p>*Regular training sessions throughout the year on specific conditions ie Down's, Prader Willi Syndrome and practical strategies to assist in day-to-day functioning; *Further appraisal training for all teachers/appraisers by October 2018; *PDSS - all staff to have accessed a minimum of two courses during the academic year 2018-2019; *Staff to feedback to relevant teams via appropriate means and to implement their learning within four weeks of attending the relevant training</p>	<p>*Staff are confident in their ability to address specific areas of learning within the school because training is relevant, timely and positively enables them to carry out their roles without regular, additional SLT input; *staff will know why they do what they do and how to make a positive contribution to the school's development through their achievement of their targets; a new staff PDSS rep will regularly check that all staff will have accessed courses (and feedback to teams) offered within the academy which will increase confidence in staff development</p>	<p>*Feedback forms from CPD training sessions; *Weekly learning walks where feedback forms are collated on a spreadsheet and reviewed half termly by middle leaders at scheduled KS meetings; *Initial training of how the appraisal system works (JS); *SDP half termly rag ratings; *Collation and analysis of statistics relating to attendance of PDSS courses; *Staff questionnaire on staff development (annual)</p>	<p>Cross Academy working</p>					
<p>To ensure safeguarding in the widest sense is highly effective, through regular monitoring and implementation of improvement plan</p>	<p>*All staff will receive half termly safeguarding training modules under an umbrella title - 'Building Capacity to Safeguard' throughout the year with follow up tasks and implementation of learning; *All admin staff will understand their role in effective safeguarding through completion of safer recruitment training by October 2018; *All non-teaching staff will ensure that their knowledge of safeguarding is enhanced by updates and half termly monitoring audits; *Safeguarding improvement plan is monitored and reviewed by DfS and LAB half termly incorporating Academy good practice</p>	<p>*Safeguarding training regularly delivered throughout the academic year that addresses ALL aspects of safeguarding and increases confidence; *Admin staff will be able to be an active part of future recruitment tasks and will ensure all requirements are met regarding the SCR; * non teaching staff will have clarity on their role in keeping children safe through policies and practical procedures being followed that ensures a consistent approach; *the school's practice will be up-to-date and will match with the Academy's rigorous approach to safeguarding through external and internal audits</p>	<p>*Feedback forms from safeguarding training sessions; *Completion of safer recruitment courses by admin staff; *Class meeting minutes; *Weekly SLT meetings that review near misses; *PF Safeguarding Leads meeting - follow up of actions; *Weekly HoS/DfS 1:1 meetings; *HoS meetings with Academy Safeguarding Leads once every half term to review internal audit; *Yearly external safeguarding audit with Andrew Hall</p>	<p>Cross Academy working</p>					