

All Saints Catholic College

Mission - Be inspired. Be excellent. Succeed.



We are a Catholic Community dedicated to providing an excellent education to all of our pupils so that they fulfil their ambitions and exceed their expectations.

We work together as a family through mutual respect so that everyone succeeds academically and grows spiritually

School Improvement Plan

2019 - 2022

VERSION CONTROL

Last edited by: G Diamond

On: 28th June 2021

Executive Summary

Our key whole-school priorities for improvement are as follows:	To be led by:	This change will require action by members of the community as follows:			
		Teachers	Support staff	Pupils	Parents
<p>1 <u>Excellence through raising aspirations</u></p> <p>1.1 Establish excellence in teaching across the College.</p> <p>1.2 Develop a curriculum that ensures all students are able to master their essential learning.</p> <p>1.3 Develop strategies and systems to raise aspirations and attainment.</p>	<p>NGI/BDI/JDEGDI</p>	<ul style="list-style-type: none"> • Be humble, open and honest. • Strive for excellence in all. • Inspire the highest aspirations from <i>all</i> pupils 	<ul style="list-style-type: none"> • Act swiftly to maximise pupils' readiness for learning • Inspire the highest aspirations from <i>all</i> pupils 	<ul style="list-style-type: none"> • Be open to learning in new ways. • Be 100% focused on behaviour that supports own learning and that of others. 	<ul style="list-style-type: none"> • Ensure your child(ren) have excellent attendance • Learn how to help your child(ren) learn at home.
<p>2 <u>Success through our unique Catholic ethos</u></p> <p>2.1 Develop staff and student understanding of Catholicism and the teaching of the Gospels.</p> <p>2.2 Enhance the care, guidance and support for all students.</p> <p>2.3 Research and develop a clear and coherent articulation of the wider whole-school entitlement and expectation for all pupils.</p>	<p>SSC/CCLGDI</p>	<ul style="list-style-type: none"> • Become confident in helping pupils engage in Catholic act of worship • Be active in promoting effective care and discipleship. • Offer students a range of opportunities 	<ul style="list-style-type: none"> • Become confident in helping pupils engage in Catholic act of worship • Be active in promoting effective care and discipleship • Offer students a range of opportunities 	<ul style="list-style-type: none"> • Engage positively in Catholic acts of worship. • Recognise the need to 'pay it forward' and learn good discipleship and stewardship • To keep a record of experiences through the school 	<ul style="list-style-type: none"> • Engage positively with the Catholic ethos of the school. • Recognise how our Catholic ethos contributes to pupils' growth • To support your child(ren) in accessing wider opportunities

<i>Our key whole-school priorities for improvement are as follows:</i>		<i>To be led by:</i>	<i>This change will require action by members of the community as follows:</i>			
			<i>Teachers</i>	<i>Support staff</i>	<i>Pupils</i>	<i>Parents</i>
3	<u>Inspiration through leadership at all levels</u>	GDI	<ul style="list-style-type: none"> • Lead the positive, ethical ethos of the school in all aspects of daily school life. • Be open and supportive of others in and out of school. • Recognise their role in staff and pupil recruitment and retention. 	<ul style="list-style-type: none"> • Lead the positive, ethical ethos of the school in all aspects of daily school life. • Be open and supportive of others in and out of school. • Recognise their role in staff and pupil recruitment and retention. 	<ul style="list-style-type: none"> • Understand their own role in recruiting and retaining great staff. • Recognise their own role in the ethical treatment of others. • Contribute actively to student leadership to help further improve the school. 	<ul style="list-style-type: none"> • To be a voice in the community that promotes the positive ethos, values and experience of the school. • To be involved in the support and further improvement of the school.
3.1	Embed the vision, values and culture of All Saints Catholic College.					
3.2	Create a structure of sustainable growth through governance, leadership, staffing, awards and marketing.					
3.3	To risk manage and plan bulge growth to 180 2021-2024 through building works, condition improvement and day to day running of the school.					
3.4	To be outward looking in gaining external support into All Saints through strategic links with external partners.					
3.5	Share expertise and learn from others through the support for other schools.					
3.6	Retain, develop and recruit excellent staff.					
3.7	To grow leadership capacity. Ascertain funded leadership programmes for the school.					
3.8	Develop student leadership across the school. To ascertain potential trust models going forward.					

All Saints' Catholic College

1. Excellence						To raise the aspirations, achievements and all-round development of all our students and staff so that:							
Outcomes <i>What will it look like?</i>		By July 2021:											
		<ol style="list-style-type: none"> 1. Our students will achieve examination results that are above the average for similar students in England in all progress 8 subjects. 2. Our students will gain the skills, attitudes and behaviours that will enable them to become confident and successful adults, able to make a positive contribution to their community. 3. Our teachers and support staff will regularly structure outstanding learning opportunities that build on the latest research evidence on how students learn to enable them to make rapid and sustained progress. All of our staff will have the opportunity, support and encouragement to develop their skills, knowledge and understanding in order to make a more significant contribution at All Saints or beyond, this will lead to high staff morale and sustained retention. 											
Action strategy <i>What will we do? Who will do it? When will we do it?</i>				<i>Who will lead it?</i>		<i>Who will monitor it?</i>		Resources					
								Budget		Training/meeting time			
1.1. Establish excellence in teaching across the College													
1.1.1.		To embed coaching towards the highest leverage pedagogical approaches and practices; Hinge Questioning/Modelling/Check Point-Recall. To be repeated x6 throughout the school year. (Repeated to embed 2020-21/21-22)				NGI/DBI		NGI/GDI		Costs of photocopying etc. to be met from CPD budget.		Calendar x6 hourly training sessions throughout the year - auditing the skills and knowledge that already exist and tailor training to suit these needs.	
1.1.2.		To train more staff in the coaching model and expand the number of coaches within departments in 2021-22											
1.1.3.		Embed the Science for Learning strategies across the curriculum including; interleaving, mastery, meta-cognition and low-stakes quizzing to improve retention of knowledge - to be reviewed end of 2021-22				NGI/ DBI/JDE/ Teacher Coaches		NGI		Costs of photocopying etc. to be met from CPD budget.		Departmental meeting time Briefing time INSET Engagement with LA subject networks	
1.1.4.		Develop the use of research in staff CPD to underpin the Science for learning strategies, introduced in 2020-21. To be reviewed and continued in 2021-22											
1.1.5.		Create an agenda item for research in all departmental meetings. Research shared, collated and feedback shared in briefing.											
1.1.6.		Coaching programme - to commence September 2019 Initially staff requiring coaching opt in to a coaching cycle that will run for 4 weeks, using the six-step model. This is flexible and can be extended or stopped based on outcome.				Teacher Coaches		NGI		Cost of TLR for coaches Internal cover requirements Equipment for recording		INSET	
1.1.7.		Coaching roles will be developed into Teacher Educator roles - supporting on CPD, implementing CPD into coaching sessions in 2020-21.				DBI/NGI		NGI		Training costs and purchase of materials to be met from CPD budget		Department Meetings INSET Twilight Department Meetings INSET Twilight	
						DBI/NGI		NGI					

1.1.8. To look at subject specific CPD opportunities with HODs using research to focus on department specific training needs			Training costs and purchase of materials to be met from CPD budget	
1.1.9. Review and amend the new bespoke approach for accurate self-assessment and quality assurance across the school from 2018/19. Repeat training and embed quality assurance procedures.	NGI	GDI	Costs of photocopying etc. to be met from CPD budget.	September INSET Time in Heads of Department meetings (termly) Directed agenda time in department meetings each term Learning walks Work scrutinies
1.1.10. Learning walks and work scrutiny to be quality assured and monitored each half term.				
1.1.11. Departments to be clustered to complete joint scrutinies. With a focus on the same pupils across the board to look for parity and consistency in pedagogy and practice.	DBI	NGI		
1.1.12. To ensure SLT monitoring of self-assessments at middle leadership level - to review the format for Line Management meetings/ department development plans for 2021-22	NGI	GDI		SLT meetings HOD meetings
1.1.13. To review the current links the school has with other bodies/ professional groups and determine new potential links to ensure that the leadership continues to be outward facing but also as up to date and relevant as possible	SLT	GDI	Cover for lessons	Variable
1.2. Develop a curriculum that ensures all students are able to master their essential learning				
1.2.1.1. To quality assure the life after levels mastery curriculum to deepen pupils' knowledge and skills in KS3, so that essential learning is mastered.	DBI/JDE?HODs	NGI	Time allocation - research surrounding assessment strands	Re-visit training on curriculum review and development with middle leaders
1.2.1.2. To review the life after levels assessment process for relaunch 2022/23 and assessment opportunities within KS3	DBI/JDE/HODs	NGI	Time allocation	
1.2.1.3. An overview of curriculum maps distributed and shared with staff, parents and pupils - linked with attendance drive and catch-up of missed work. Curriculum maps to be shared on the school website.	NGI/SSC	NGI/GDI		
1.2.1.4. Tracking package on 4 Matrix regularly reviewed and amended to suit the needs of learners.				

1.2.1.5. Translate this into an effective reporting process.				
1.2.1.6. Develop programme of parental education/support built on this so that parents can help their children at home.				
1.2.2. Embed planning for all sub-groups, across the curriculum, in schemes of work (SOW), lesson planning and assessments. This is so that pupils grow deep knowledge. Line managers to review.	DBI/HOD	NGI	N/A	Year 11 gained time. Embed through CPD, INSET and Twilights throughout the Year.
1.2.3. Build on the previous work done to ensure that current assessment is valid and reliable, in order to have timely and meaningful interventions.	DBI/HOD	NGI	External support from SLEs Time for external reviews	
1.2.4. Introduce 'statistics' and an option 3 subject to increase numeracy skills and support pupil outcomes.	KEV	JDE		
1.2.5. To review the entire curriculum to look at ways of embedding the Christ at the Centre, appropriately, within all SOW/POS (2022-23)	HODs	NGI/GDI		
1.2.6. Review the provision of IT across KS3 to ensure that there is a full broad and balanced curriculum	NGR/DBI	GDI	Purchase of new resources from Department budget	Department Meetings Summer term gained time
1.2.7. Review the KS3/4 allocation to have core teaching GCSE from January of Year 9	NGI	GDI	Purchase of new resources from Department budget	Department Meetings Summer term gained time
1.2.8. Develop the QA process across all subjects, led by SLT as well as the Department Development processes	SLT/NGI	GDI	AOR time Department time	Summer term gained time
1.3. Develop strategies and systems to raise aspirations and attainment				
1.3.1. Research and experiment with better ways to engage the small number of hard-to-reach families in their children's progress. Complete one activity with a group of parents that have never attended parents' evenings by September 2021	DBL/CCL/NGI/SSC	GDI	Research and development time and potential meeting time with parents.	Literacy Trust - training with parents on how to improve reading and writing.
1.3.2. To reintroduce a system of raising attainment and progress meetings (RAP) with an increased focus on pupils who can make key marginal gains. Link this to targeted pupil interventions using the Horsforth quadrant.	NGI	GDI		Regular input to departmental meeting schedules.
1.3.3. Ensure that middle leaders/heads of year are effectively trained to analyse the data and deliver targeted intervention sessions focussed on revision strategies, interleaving and recall.	DBI/ Coaches	Teacher GDI		
1.3.4. To review the provision of PSHE and to review the provision of Citizenship and RSE - and to assess the	DAL/DBI	GDI	TBC - Budget for external agencies and providers	Four PSHE days across the year.

current provision of 4 PSHCE days and see the viability of these continuing after 2021/22					
1.3.5. To review the curriculum to have PSHCE lessons included in timetabled slots		DBI	GDI		
1.3.6. To review the whole school provision linked to sexual harassment and sexual abuse		SSC/DBI/CCL	GDI		
1.3.7. To enhance the guidance programme by:		DAL	DBI/GDI	Careers budget Released time for DAL to plan and implement activities	Potential slots in Wednesday morning briefing meetings.
1.3.7.1. Engaging with the CIAG programme from Teach First and implement recommendations from training by July 2019					
1.3.7.2. Inviting parents to attend careers advice meetings and provide a summary of information provided					
1.3.7.3. Developing a protocol for the effective sharing of information between teaching staff and the careers adviser to support the career aspirations of each student.		DAL	DBI/GDI	Meeting time between DAL and Positive Steps	
1.3.8. To map extra curricula experiences and embed wider learning experiences for pupils					
Milestones			Evaluation		Governing Body monitoring and challenge
Date	Expected Stage		What will be the product of the evaluation?		Which committee, when?
Jan - July 2021	<ul style="list-style-type: none"> Plan for a mixed 2 year KS4 and 3 year KS3 to begin in September 2022 (current Year 7 cohort) 		<ul style="list-style-type: none"> GDI/NGI to meet with SLs to discuss developments in curriculum Partial planning of POS/SOW in place as well as reviewed assessments 		Full Governor approval March 2021
Jan - July 2021	<ul style="list-style-type: none"> Plan for carousel of IT in Year 7 within PE 		<ul style="list-style-type: none"> GDI to meet with key HODs and plan materials for work 		T and L committee to approve
Jan - Feb 2021	<ul style="list-style-type: none"> Meet with HODs for Core and begin to discuss the process of a mixed KS3/4 package in the core for September 2021 (Core to delay start of GCSEs until Jan 2022) to implement a bridging year 		<ul style="list-style-type: none"> GDI/NGI to meet with core HODs and plan for introduction of mixed KS4 package 		Full Governor approval
June - July 2021	<ul style="list-style-type: none"> Determine CPD package for 2021-22 and work with HODs to identify subject specific training needs Plan for whole school CPD training 2021-22 		<ul style="list-style-type: none"> Line Managers meet with HODs and discuss the new CPD package HODs to present their training needs and research materials 		T and L committee discussion of CPD process
June - July 2021	<ul style="list-style-type: none"> SLT/ Heads of Core to develop an ASCC agreed mock deep dive process Conduct 2 x deep dives in targeted subject areas 		<ul style="list-style-type: none"> Key areas for improvement in place and being worked on in 2 x key departments 		SLT Jan 2020 - FGB July 2021
May 2021	<ul style="list-style-type: none"> Consult with Year 7 Parents regarding the new curriculum model 		<ul style="list-style-type: none"> GDI/NGI to host virtual event regarding new curriculum model with online materials and Q/A session 		Feedback to FGB

June - July 2021	<ul style="list-style-type: none"> To review the Teacher educator roles and review the current staffing 	<ul style="list-style-type: none"> GDI/NGI to review the current pots and interview the current and possible new incumbents 	T and L committee to approve
July 2021	<ul style="list-style-type: none"> SLT discuss and agree a new line management agenda and meeting materials 	<ul style="list-style-type: none"> Agreed LM agenda and minutes sheet with key questions set 	SLT July 2021 FGB July 2021
July 2021	<ul style="list-style-type: none"> Review all schemes of work ready for September 2021 	<ul style="list-style-type: none"> Time in CPD sessions/ INSET 	Full Governors July 2021
July - Sept 2021	<ul style="list-style-type: none"> Agree a QA process to launch in September 2021 	<ul style="list-style-type: none"> SLT meeting - liaison with HODs 	
Sept 2021`	<ul style="list-style-type: none"> Begin process of planning timetable for 2022 and look at two week timetable 	<ul style="list-style-type: none"> DBI/NGI/GDI/GMC/JPE 	LGB (2022)
Sept 2021	<ul style="list-style-type: none"> Review the provision linked to Sexual Harassment band Sexual abuse and map a strategy for 2021-22 	<ul style="list-style-type: none"> SSC to develop a plan with DAL 	Full Governors July 2021
Easter 2022	<ul style="list-style-type: none"> Map the potential external links to be explored by the school leadership to enhance and support the growth of the school 	<ul style="list-style-type: none"> SLT meeting - liaison with HODs 	Report to FGB
July 2022	<ul style="list-style-type: none"> Ensure that new timetable and new curriculum maps are ready for Sept 2022 	<ul style="list-style-type: none"> DBI/GDI/NGI 	LGB

All Saints' Catholic College

2. Success					To create a unique Catholic ethos that enriches our students, staff and the wider community.				
Outcomes What will it look like?					By July 2022: <ol style="list-style-type: none"> Our students, their families and our staff will have grown in understanding of the meaning of Catholicism and the teachings of the Gospels. Our provision for the care, guidance and support of our students is exemplary. Our students will have an All Saints Experience which develops the character of every child and allows them access to cultural experiences so that they can fulfil the gifts and talents given to them by God at birth. Pupils will be supported to achieve their aspirations, including university where appropriate, regardless of their background. 				
Action strategy What will we do? Who will do it? When will we do it?				<i>Who will lead it?</i>	<i>Who will monitor it?</i>	Resources			
				Budget			Training/meeting time		
2.1. Develop staff and student understanding of Catholicism and the teaching of the Gospels									
2.1.1. INSET Training for all staff on Catholic Ethos Devise a programme on the first development day in September 19 to build the skills, understanding and confidence of staff in leading and practising collective acts of worship. Repeat to embed confidence and provision 2020/2021				MTI & KCO	GDI			Planning time for 3 staff in July. 90 min. in September development day.	
2.1.2. Deliver scheme of work in relation to hymns and singing joyfully in lessons - all year 7 children will have received a unit of work in Music lessons linked to hymns and will have learnt Servant King. Evaluate July 20 for delivery September 2021.				AMI	GDI				
2.1.3. Plan another programme of regular acts of worship through the year for all students, including Mass in a local church for Years 7 & 8, from September 2021				MTI	GDI			Two hours of planning in RE Dept. Mtgs. CPD for new staff. 3 x Wednesday morning briefing sessions.	
2.1.4. Enhance the quality of the daily acts of worship in form rooms from September 2019 by:				MTI	GDI	Time for MTI to develop resources. Photocopying and resources costs.		MTI to be released from Form Teacher responsibility to be able to support other staff.	
2.1.4.1. Provision of regular resources including prayers and background material									
2.1.4.2. Regular visits to form worship by MTI, supporting staff who most need it. - continue to monitor									
2.1.4.3. Repeat and review 2020-21, 2021-22									
2.1.4.4. Plan and deliver CPD activities linked to prayer life									
2.1.5. Extend the programme of retreat from Year 8 into Year 9 and 10 - continue to operate and evaluate the retreats in Years 7 & 8. Plan for all form tutors to accompany their forms on retreat. To be completed by July 2020.				MTI & KCO	GDI	Allocated resources to cover the costs of the retreat; staff time and hardship fund		MTI to be allowed planning time	
2.1.6. To plan for a programme of retreat that includes all year groups by June 2022				MTI	GDI				

2.1.7. Increase the impact of the liturgical content in existing meetings with parents and families, including providing opportunities for them to meet with the parish priest.	MTI	GDI	Time for GDI and MTI to meet with priest	Planning time in RE Department and SLT
2.1.8. All Saints to join and lead the St Anselm LPA Deanery Day October 2019.				
2.1.9. Provide opportunities during academic year 2019-2020 for local clergy and youth ministry team to come into school and meet with students and staff.	MTI	GDI	Planning time in RE Department and SLT Release time for local Heads and Clergy group	
2.1.10. Repeat these opportunities and develop in 2021-22				
2.1.11. Develop ideas and proposals to build students' awareness of Christian stewardship; including care for the environment and for their local and wider communities.	VBO/ SSC	GDI	Small environmental budget for student leaders.	Allocated time in student leadership meetings Input to staff briefings
2.1.12. Develop Caritas and Youth Ministry groups during Autumn term 2019 and look at making key links with environmental groups and establish activities across the school linked to stewardship To reintroduce environmental work across the school	MTI	GDI	Budget for removal of waste	
2.1.13. Review the whole school provision of Catholic life in preparation for a Denominational Inspection	KCO/NGI/SLT	GDI	Planning Time	Variable
2.1.14. Embed the theology linked to Made in the Image of God	SLT	GDI	Review of materials	Variable
2.2. Enhance the Care, guidance and support for our students				
2.2.1. Evaluate the impact of the current pastoral system and curriculum; prepare recommendations for further expansion, development, and enhancement by July 2020. To be maintained but IEB to be developed Sept 2020.	GDI & SSC	GDI		Allocated time in the pastoral leaders' meetings.
2.2.2. IEB staffing developed and mentoring system for behaviour initiated				
2.2.3. Prepare proposals to enhance the effectiveness of the current rewards system for implementation from September; to oversee their introduction and evaluate their impact.	SSC	GDI	Small rewards budget to be made available.	Time allocation in September Development Day
2.2.4. Review rewards systems and research restorative behaviour practices (Steve Dix) to look at implementation of new rewards system Sept 2022	CCL/SSC	GDI		
2.3. Research and develop a clear and coherent articulation of the wider whole-school entitlement and expectation for all pupils				
2.3.1. Develop a clear and coherent articulation of the wider whole-school entitlement and expectation for all pupils that will lift expectations and prepare All Saints students for active choices and participation as adults, including:	SLT	GDI		Time

<p>2.3.1.1. More effective Careers guidance - see above</p> <p>2.3.1.2. Develop pupil understanding of key aspects of the 'All Saints Way'. (Pay it Forward, Be the change)</p> <p>2.3.1.3. INSET delivery on the All Saints Way and to finalise details of the All Saints Way including its layout</p> <p>2.3.1.4. Develop a range of opportunities for student to undertake acts of Catholic discipleship in the wider community community ie. mini DASH, involvement in wider charity work</p> <p>2.3.1.5. Link Caritas group with wider community environmental groups and develop a programme of activities linked to environmental awareness and stewardship</p> <p>2.3.1.6. Anti-Bullying Ambassadors to be trained and to launch half termly activities linked to Pay It Forward and acts of kindness and link to key activities in the Year i.e. Black history month, respect for all in equalities act including LGBTQ (CLEG)</p> <p>2.3.1.7. Anti-Bullying Ambassadors to lead on termly initiatives linked to pay it forward and school values of family</p> <p>2.3.1.8. SSC to work with Anti Bullying group to develop activities linked to specific events in the calendar so that bullying continues to be reported and dealt with effectively.</p>	<p>DAL</p> <p>SSC</p>	<p>DBI</p>		
<p>2.3.2. Establish lasting links with the Diocesan Youth Ministry Team</p> <p>2.3.2.1. Raise profile of Youth Ministry Team at Staff Training Day 2nd September and in Collective Worship. Repeat this in 2021-22</p> <p>2.3.2.2. Run Collective Worship in relation to Faith in Action for years 9 and 10 so that 10 participants in each year group participate in school and community work linked to LPA summer school project for years 5-7 (re-ignite theme)</p> <p>2.3.2.4. Link Youth Ministry to the Collective Worship rota so that the profile remains high</p> <p>2.3.2.5. Youth Ministry Team to run drop down days to support key values of our school and the importance of walking in the footsteps of Jesus Christ</p> <p>2.3.2.6. Youth Ministry Team to send representation to year 7-9 retreat days. Youth Ministry Team to help the running of year 10 retreat day.</p> <p>2.3.2.7. Youth Ministry Team to run training for pupils in relation to prayer life and leading chaplaincy</p>	<p>MTI/Sandy Fairley</p>	<p>GDI</p>	<p>Youth Ministry Costs Travel</p>	<p>Time from RE team to support activities Time to set up the hall.</p>

2.3.2.8	Look at possibility of running transition retreats years 5-7 with local partner primary schools.			
2.3.3.				
Milestones		Evaluation	Governing Body monitoring and challenge	
Date	Expected Stage	What will be the product of the evaluation?	Which committee, when?	
March 2020	<ul style="list-style-type: none"> Review of first choice applications from partner primaries March 2020 	<ul style="list-style-type: none"> Report to FGB March 2020 	Review FGB July 2020	
April 2020	<ul style="list-style-type: none"> Caritas and youth ministry programmes in place 	<ul style="list-style-type: none"> Reviewed by link governor for Catholic life 	Report to T&L Governors Jan 2020	
April 2020	<ul style="list-style-type: none"> Measure Catholic life of the school, and progress against key actions of denominational inspection, improving. 	<ul style="list-style-type: none"> Report on denominational self-evaluation to full governors and MAT directors. 	Reviewed at FGB termly and MAT directors meetings termly	
Dec 2020	<ul style="list-style-type: none"> Calendar of Anti Bullying events and ambassadors' work completed 	<ul style="list-style-type: none"> Report to T&L Governors Oct 2020 	T and L Governors - Oct 2020	
Jan - July 2021	<ul style="list-style-type: none"> Review leadership of pastoral team and appoint pastoral AH 	<ul style="list-style-type: none"> FGB appointment 	FGB	
Jan - July 2021	<ul style="list-style-type: none"> Research materials reviewed and planning materials begun on restorative behavioural practices 	<ul style="list-style-type: none"> Report to FGB 	FGB July 2021	
February 2021	<ul style="list-style-type: none"> Review the DISEF with SLT, Head of RE in preparation for DI inspection 	<ul style="list-style-type: none"> Report to FGB 	FGB March 2021	
July 2021	<ul style="list-style-type: none"> RSE mapped across the curriculum and PSHCE mapped for the next year 	<ul style="list-style-type: none"> Report to T and L 	T and L June 2021	
July 2021	<ul style="list-style-type: none"> Identify opportunities for Pupil led cycle of Anti Bullying events for key celebration months (Oct - black History, June - Pride Month) 	<ul style="list-style-type: none"> Report to Full Governors 	Full Governors July 2021	
June -July 2021	<ul style="list-style-type: none"> Insert language relating to Made in God's image to all training, and collective worship for use in 2021-22 	<ul style="list-style-type: none"> Report to FGB 	FGB July 2021	
September 2021	<ul style="list-style-type: none"> Include Made in God's Image, the 4 Cardinal Virtues, and language relating to Catholic Social Teaching into INSET and ongoing training linked to Catholic life - to be embedded by July 2022 	<ul style="list-style-type: none"> Report to FGB 	FGB October 2021	
September 2021	<ul style="list-style-type: none"> To have AMI linked to the Year 7 Form Group team to lead Hymn practice 	<ul style="list-style-type: none"> Report to GB 	FGB July 2022	
July 2022	<ul style="list-style-type: none"> Develop a larger number of cultural experiences for the pupils including a trip to a Catholic place of worship, and other places of worship 	<ul style="list-style-type: none"> Report to FGB end of academic year 2022 	FGB July 2022	
July 2022	<ul style="list-style-type: none"> Strong links with Youth Ministry Team in place evidenced in pupil voice. 	<ul style="list-style-type: none"> Pupil report to T&L Governors May 2022 	T&L Governors May 2020	
June 2022	<ul style="list-style-type: none"> A greater proportion of All Saints pupils engaged in retreat programmes. 	<ul style="list-style-type: none"> Report to full governors 	Full Governors July 2022	
July 2022	<ul style="list-style-type: none"> To have in place a Liturgical group of staff and pupils 	<ul style="list-style-type: none"> Report to full Governors 	Full Governors July 2022	
July 2022	<ul style="list-style-type: none"> A greater proportion of All Saints pupils engaged with Caritas group or to have completed a series of activities linked to environmental issues 	<ul style="list-style-type: none"> Report to full governors 	Full Governors July 2022	

July 2022	<ul style="list-style-type: none"> • Cycle of the ASCC experience completed and gaps in pupil engagement identified 	<ul style="list-style-type: none"> • Report to full governors 	Full Governors July 2022
July 2022	<ul style="list-style-type: none"> • Full liturgical cycle run through with all Year groups having accessed a celebration of the Eucharist with OOD 	<ul style="list-style-type: none"> • Report to full Governors 	Full Governors July 2022

All Saints' Catholic College

3. Inspiration	To grow the skills and wisdom of leadership at all levels			
Outcomes <i>What will it look like?</i>	<p>By July 2022:</p> <ol style="list-style-type: none"> 1. Retain a culture of ethical leadership at all levels that is sustained and has meaningful impact on the whole school community. Ethical leadership at All Saints means putting Christ at the centre of what we do through serving, rather than expecting to be served, being humble, honest, trusting, kind and respectful. 2. Establish an academy trust structure that will promote an inspirational Catholic vision for education that is unrelenting in its pursuit of excellence for all pupils and can support the growth of the school in order to secure its long-term future. 3. Staff holding leadership responsibilities will be outstanding in their commitment, their passion to make a difference in the skills they are able to bring to their roles. Excellent leadership will exist, at all levels, consistently across the school. 4. Staff choosing to work at All Saints will be eager and well-prepared to provide excellent education within their classrooms and move in to leadership roles themselves if they choose to do so. 5. Students are encouraged to become leaders of their own learning and future leaders in society. 6. The school becomes outward looking and generous in its leadership and support for other schools. The school will continue to retain an external eye on its provision. 7. The buildings and facilities of All Saints will provide an inspirational context for learning. 8. The school will grow and provide an excellent education for more pupils in the local community. The school will also provide employment opportunities for more staff with the moral purpose to give of their all to provide an outstanding education to pupils from Tameside. 			
Action strategy <i>What will we do? Who will do it? When will we do it?</i>	<i>Who will lead it?</i>	<i>Who will monitor it?</i>	Resources	
			Budget	Training/meeting time
3.1. Maintain vision, values and ethos of All Saints Catholic College at the forefront of our work.	GDI	FGB	Time	Inset time Collective Worship Time Governors meetings
3.2. Establish a working group to explore the long-term arrangements for the trust and governance including news articles of association.	GDI/SSE	ESU	MAT funding stream	Establish a working group of trustees and governors to propose changes.
3.3. To review the cheme of delegation	GDI	SSE/ESU/ JCO	Time	Full Governors time to review
3.4. Create a growth model for the school 2021-2024 to support local authority with bulge in pupil numbers				
3.4.1. Create buildings plan in conjunction with Diocese and Local Authority	GMC/GDI	JCO SAS ESU	Time Building Work	External stakeholder meetings SLT meetings

				Governors meetings Directors meetings
3.4.2. Responsibly create staffing capacity to support increase in numbers and curriculum model	GDI/GMC /NGI/ DBI	JCO SSE ESU	Growth funding from LA Recruitment costs	Governors meetings Induction Time
3.4.3. Responsibly create leadership capacity at senior and middle level to support growth and support to other schools.	GDI/NGI/ GMC	JCO SSE ESU	Time Course costs	
3.5. Junior leadership is visible across the school. Democratically elected. Regular meetings. Pupils act as leaders across the school including buddying, learning, and culture of respect. Democracy. Tolerance.	CCL	GDI	Allocated timetable time to ensure regular, appropriate student attendance.	Input into pastoral team leaders meetings, staff briefings, assemblies etc.
3.6. To utilise the highest quality of leadership to promote equity in resourcing and provision for our students;				
3.6.1. Develop and implement a wide strategic marketing strategy so as the school becomes first choice, finances become secure, the school can grow and learning environment will improve. The school has an excellent reputation in the community.	SLT/GMC	GDI	Publicity and marketing budget for banners, flyers, social media. SLT time to visit primary schools. Resources for primary liaison. Time to prepare bids for external funding.	
3.6.2. To create strategic links with external partners so that the profile of All Saints is high, good practice resources are brought into the school and external validation of our strengths and development areas is in place.	SLT	GDI	Time Travel costs	
Milestones			Evaluation	Governing Body monitoring and challenge
Date	Expected Stage		<i>What will be the product of the evaluation?</i>	<i>Which committee, when?</i>
Vision, character and ethos				
Termly monitoring of ethos and culture	<ul style="list-style-type: none"> Morale of staff and evidence of ethical leadership remain strong. 		<ul style="list-style-type: none"> Internal staff survey each term, reported to governors. School Climate Survey from Teach First - September 2019 and Spring 2020. 	Full GB termly
January 2021	<ul style="list-style-type: none"> Peer reviews from the Diocese 		<ul style="list-style-type: none"> Report to governors 	T&L Committee 2019-2021
Trust and governance				
September 2021	<ul style="list-style-type: none"> Proposals for changes to Trust and Governance arrangements ready for approval by Trust 		<ul style="list-style-type: none"> Proposal with executive summary prepared by LEM for Trust 	Trust Meeting Autumn 2021
Growth of the school				

June-July 2021	<ul style="list-style-type: none"> Reaffirm relationships with closely connected bodies (DASH/Teach First/ Tameside/East Manchester School Hub) 	<ul style="list-style-type: none"> Time 	Report to MAT / HT PA process
June 2021	<ul style="list-style-type: none"> Restructured leadership team in place - including possibility of extended leadership opportunities 	<ul style="list-style-type: none"> n/a 	Report to FGB
July - Sept 2021	<ul style="list-style-type: none"> To review the school vision with the new school leadership team and share with all staff. To re embed in INSET 	<ul style="list-style-type: none"> INSET time 	Report to FGB
July - Sept 2021	<ul style="list-style-type: none"> Identify and employ new SIP candidate to support school in development phase of new leadership team 2021-22 	<ul style="list-style-type: none"> Suitable candidate employed and beginning to work with school 	Full GB July 2021
September 2021	<ul style="list-style-type: none"> Determine a rota of subject leaders presenting to Governors and the possibility of link Governors for key subject areas 	<ul style="list-style-type: none"> Time 	Teaching and Learning Governors
December 2021	<ul style="list-style-type: none"> To review the impact and consistent approach linked to the whole school; vision established in July 2021 	<ul style="list-style-type: none"> Time 	Full GB
April - July 2022	<ul style="list-style-type: none"> Plan new SIP proforma and identify development neds for the whole school to run 2022 - 2025 	<ul style="list-style-type: none"> Time 	Full GB June 2022 Report to Full GD/MAT Sept 2022
July 2022	<ul style="list-style-type: none"> Ensure that the school attends and may lead Diocesan leadership events (SHORE/COAST/DASH/DADAH) 	<ul style="list-style-type: none"> Time 	Full; GB July 2022
July 2022	<ul style="list-style-type: none"> To ensure that SLT are represented and working with Tameside on a number of groups (SEND/TPRS/Recovery post Covid) 	<ul style="list-style-type: none"> Time 	Full GB July 2022
July 2022	<ul style="list-style-type: none"> To have cemented our relationship with the East Manchester Teaching school hub 	<ul style="list-style-type: none"> Time 	Full GB July 2022
July 2022	<ul style="list-style-type: none"> To have a number of staff members accessing external leadership qualifications (ie. NPQSL, Catholic Leaders, NPQH) 	<ul style="list-style-type: none"> Time 	Full GB July 2022
August 2022	<ul style="list-style-type: none"> Building work completed 	<ul style="list-style-type: none"> Cost vs plan report to full governors July 20 	Final report July 2021
External Support			
Sept 2021	<ul style="list-style-type: none"> Plan and start to establish external links shared amongst the entire SLT 	<ul style="list-style-type: none"> Report to FGB 	FGB Sept 2021