

Vision: To provide the highest quality education in the community we serve.

Mission: Contribute to the broader regeneration of our region by empowering our students to have high aspirations, achieve excellent outcomes and enjoy their learning.

Goal: Be outstanding!

Key Values:

Quality of Education Person responsible: J Dodd Self Evaluation: Good Goal: Excellent Outcomes for ALL			
WHO:	OBJECTIVE:	STRATEGY:	MEASURED BY:
LOS	1. Assessment not Assumption: Use regular assessment strategies to identify and address misconceptions	Embed responsive teaching practices through frequent formative assessment, live feedback and analysis of learning gaps to promote consistently high expectations aligned with the School's culture.	School's curriculum intent Department SOW Staff M&E Student voice and work sample External exam results trend Subject Area Review reports
ED	2. Everyone, Everywhere, Every Time: Reinforce routines, expectations and shared language to embed a culture of consistency, respect and high engagement across all learning environments.	Establish a unified and consistent learning environment that reflects and reinforces the school's culture, by embedded shared routines, codified language and expectations across ALL classrooms and COMMUNAL spaces.	Department SOW Staff M&E Student voice and work sample
SR	3. To eradicate poor reading across the secondary phase by implementing a structured, age-appropriate reading strategy that builds fluency, comprehension, and vocabulary—ensuring all students can confidently access subject-specific texts, engage with complex ideas, and succeed across the curriculum.	Prioritise a rigorous and sequential approach to reading, that reflects the School's culture of high expectations and equity, including a bespoke reading intervention system to ensure all students can fully access the curriculum offer.	Staff M&E Student reading ages
SB	4. Continue to improve academic outcomes for all students by delivering high-quality teaching, targeted interventions and a curriculum that is ambitious, inclusive and responsive to student needs – ensuring every student is supported to achieve their full potential KS4 outcomes: Basics 7+ 10%; 5+ 40%; 4+ 60% Core targets of 7+ 15%; 5+ 45%; 4+ 60%	Embed a culture of high expectations and evidence-informed practice by ensuring consistently high-quality teaching, robust assessment systems, and targeted academic support—driven by data analysis, staff development, and curriculum alignment to meet the diverse needs of all learners.	Staff M&E Student voice and work sample Internal assessment points External exam results

	5. Build student resilience by developing emotional awareness and self-regulation skills that help them persevere through challenges, manage their emotions, and maintain well-being and academic focus.		Promote a school culture where students use Zones of Regulation to understand and manage their emotions, empowering them to take ownership of their learning, adapt to challenges and shape their learning journey.			
Ob	Autumn tactics	Autumn impact	Spring tactics	Spring impact	Summer tactics	Final impact
1.	Connects and checkpoints - Embed short formative quizzes in SOW to check understanding and inform planning – including hinge questions and connects.					
	Identify and address misconceptions – use of MWB, connects and homework. Departments maintain a log of misconceptions to support future planning.					
	Use of CPD to improve teaching strategies alongside quality of assurance of assessments to inform planning and interventions					
	Embed assessment stickers in Music and Drama to ensure that all pupils receive the same assessment at the same time. Moderate KS3 assessments to ensure consistency.					
	Live feedback techniques – MWB, Hinge questions, verbal feedback and live marking. All pupils perform for the class in each SOW.					

	Use of CPD to ensure that live feedback is regular and rigorous enough to ensure that all pupils know how to improve individually.					
	Audio record some performances at assessment milestones to use for moderating purposes.					
	Continue to embed and improve self and peer assessment once per half term to ensure all pupils know what they need to do to improve.					
2.	Whole school behaviour routines – consistent routines for entry, transitions and exits of classrooms. E.g. 5C's codified language, Ready, Respectful, Safe & Kind, calm corridors, stop and drop, swiftly and sensibly as well as yard routines.					
	Codified language – consistent use of key phrases and expectations e.g. stop and drop, swiftly and sensibly					

	Learning walk focus weeks – scheduled themed week where SLT and ML observe with a focus e.g. turn and talk					
	Develop a shared routines and expectations handbook for all staff and students, outlining non- negotiables.					
	Embed new curriculum to improve engagement and purpose of the subjects at KS3					
	Develop new curriculum for new subject at KS3 – Drama with a focus on planning topic with engaging stimulus.					
	Use student voice groups to gather feedback on how routines and expectations are experienced and understood in our CA					
	Embed routines into lesson planning expectations, ensuring every moment matters with smooth transitions and high engagement are part of every lesson.					
	Provide coaching and peer support for staff who need help embedding routines or managing behaviour or					

	teaching new subject consistently.					
	Review and refine routines termly based on behaviour data, staff feedback, and student engagement levels.					
	Continue to use the Frayer model/PUSH model to embed subject specific vocabulary instruction					
	Continue with consistent approach of use of ruler when reading					
	Create a reading-rich environment in classrooms with subject specific books and texts readily available					
	Continue to use Smart reader/writer at least once in every scheme of learning.					
	Engage families with students' success in reading – CC messages etc.					
	Use learning walks to track progress in consistently using reading strategies in P Arts lessons.					
4	Use assessment data diagnostically to identify underperformance and inform timely, targeted interventions at subject and student level.					
	Implement subject-specific intervention programmes for KS4 students, including after-					

	school sessions, holiday revision, and online tutoring					
	Use regular M&E to monitor progress of key groups such as PP, SEND and co-ordinate support					
	Deliver regular CPD for staff focused on adaptive teaching, effective feedback, and curriculum planning to close gaps.					
	Ensure curriculum sequencing is coherent and cumulative, allowing students to build knowledge and skills progressively.					
	Use student progress meetings to review attainment, set personalised targets, and engage families in academic planning.		-		-	
	Celebrate academic progress and effort through rewards, assemblies, and displays to reinforce a culture of achievement.					
	Monitor and evaluate impact termly using progress data, student voice, and lesson observations to refine approaches.					

5.	Morning check in – family breakfast to build rapport and relationships					
	Learning activities to promote resilience and metacognition e.g. extended challenge, modelling, scaffolding sentence stems, think pair share, turn and talk.					
	CPD training in zones of regulation and resilience-supportive language, including self-regulation toolkit for staff					
	Consistent use of language across subjects and year groups.					
	Chunking tasks into smaller manageable steps - I do, we do, you do.					
	Opportunities for reflective practice – WAGOLL's, Self and peer assessments, half termly progress sheets					
	Promote 'time-in' instead of 'time-out' with use of 'regulation stations' where students can take a moment to reset.					
	Use of SEMH practitioners to provide targeted support					

Behaviour & Attitudes
Person responsible: A Johnston
Self Evaluation: Good

Goal: Excellent Behaviour & Attitudes for ALL

WHO:	OBJECTIVE:		STRATEGY:		MEASURED BY:	
LP	1. Sustain and enhance a positive and respectful school culture by refining existing behaviour systems, promoting consistency and empowering staff and students to take shared ownership of high behavioural standards, ensuring students are ready, respectful, safe and kind. - Repeat offenders in BSU falls by 10%. Exclusion rates are below National figures. The 2022-2023 national exclusion rate was 18.9% and SHV was 15%. 2024-2025 targets will see a downwards trajectory below the national rate and below 15% .		Strengthen the current behaviour framework by embedding reflective practices, increasing student voice and using data insightfully to fine-tune interventions and celebrate success – ensuring the behaviour culture remains inclusive, responding to the needs of the School and its community.		class charts data on-call data FTE/PEX data Staff/student voice	
AJ	2. Every moment matters: To embed a culture where excellent attendance is recognised as fundamental to success, by continuing to raise the profile of attendance across the School community, and ensuring all students understand the impact of consistent attendance on their learning journey. Attendance targets (based on FFT '23-'24): - Non FSM students at least 93% - FSM Students at least 86% PA targets (based on FFT '23-'24): - Non FSM students 20% or less - FSM Students 45% or less		Continue to refine attendance strategy and promote positive messages about the importance of attending school (Ofsted 2021). Promote a whole-school culture that values daily attendance as a non-negotiable foundation for learning, by linking attendance directly to curriculum access and achievement – supported by clear communication, proactive interventions and visible leadership commitment.		Attendance data Learning walks Student/parent voice	
Ob	Autumn tactics	Autumn impact	Spring tactics	Spring impact	Summer tactics	Final impact
	CPD to communicate behaviour system and expectations					
	Class charts to monitor patterns and inform interventions					
	Rewards system to celebrate positive behaviour					
	Use of SEMH practitioners to identify trends and respond proactively					

	Behaviour data reviews during CPD to provide support for targeted students and to share best practice					
	Everyone visible at changeover ensuring students move 'swiftly and sensibly' to next lesson.				-	
	Student voice to evaluate impact				-	
	LW to identify areas of strength and areas requiring further support				-	
	Facilitate restorative conversations				-	
	Enhanced CPD to include zones of regulation and trauma-informed approaches				-	
2	Daily monitoring of attendance data with clear escalation processes					
	Form tutors and pastoral team conduct weekly check-ins with students whose attendance falls below 95%					
	Attendance mentoring program for those PP students whose attendance is below 95%					
	Use assemblies and tutor time to re-inforce the importance of attendance and its link to success					
	Celebrate excellent and improved attendance through rewards					
	Engage families through regular communication, including attendance workshops, to build partnerships.					

	Provide targeted interventions for students facing barriers.					
	Provide curriculum continuity through online resources, 'while you were away' sheets and homework support.					
	Review attendance trends half-termly to identify patterns by year group, demographic or time of year and adjust strategies accordingly.					
	Empower student voice by involving students in shaping attendance initiatives and sharing their perspectives on barriers and solutions.					

Personal Development Person responsible: A Johnston Self Evaluation: Good Goal: ALL students have access to a wide, rich set of experiences and opportunities to develop their talents and interests, ensuring students enjoy all aspects of school life						
WHO:	OBJECTIVE:		STRATEGY:		MEASURED BY:	
AB	1. To strengthen students' character by embedding the core values of Ambitious, Sincere, Proud, Inclusive, Resilient and Ethical through the School's curriculum – empowering students to set ambitious goals, act with integrity, celebrate their identity and achievements, embrace diversity and make principled decisions within and beyond the School community.		Design and deliver a cohesive character curriculum that is explicitly aligned with the School's core values, integrated across academic subjects, pastoral care and enrichment activities – ensuring all students have regular opportunities to reflect on, practice and demonstrate these values in meaningful ways.		Staff pulse CC data FFT attendance data Staff M&E Student voice and work sample Internal assessment points External exam results	
Ob	Autumn tactics	Autumn impact	Spring tactics	Spring impact	Summer tactics	Final impact
	Map each value to specific themes throughout the year					
	Deliver assemblies linked to character development					

Incorporate values into subjects e.g ethical debates in drama, pride in their work, resilience in problem solving etc.					
Celebrate student achievements					
Create and develop student-led initiatives (e.g. peer mentoring, inclusion ambassadors, ethical enterprise projects) to bring values to life					
Use visual displays and shared language to reinforce values and their meaning in everyday actions.					
Engage families and the wider community through workshops, blog and events that promote shared responsibility for character development					
Train staff to model and reinforce values in their interactions and classroom management					
Use student voice to evaluate impact of the character curriculum and co-create new ideas.					
Track and reflect on character growth through app					

Goal: ALL of Sandhill View community feel supported to realise their full potential.

WHO:	OBJECTIVE:		STRATEGY:		MEASURED BY:	
JD	2. All whole school targets are achieved. 100% staff are happy in their work and have confidence in the Trust vision.		Embed coherence and consistency across the school so that all students benefit from effective teaching and consistent expectations, wherever they are in school.		Staff pulse CC data FFT attendance data Staff M&E Student voice and work sample Internal assessment points External exam results	
Ob	Autumn tactics	Autumn impact	Spring tactics	Spring impact	Summer tactics	Final impact
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