

Outcome Ref	Quality of Education Success Criteria	Review Date	Progress Indication (RAG)	Comment
A1.1	Lead teacher feedback, work scrutiny and learning walks evidence stretch and challenge in planning	Summer Term 2020		
A1.2	Work scrutiny and learning observation evidences assessment opportunities in planning	Spring Term 2020		
A1.3	Working at and aspirational target system implemented in all settings	Autumn Term 2019		
A1.4	Measure to demonstrate GAP in learning in place and analysis targets movement within this measure.	Autumn Term 2019		
A1.5	Moderation events standardise marking and targets to promote consistency	Autumn Term 2019		
A1.6	Implementation of system to allocate target based on prior learning that allows for different paces of learners.	Autumn Term 2019		
A1.7	Departmental meetings inform CPD opportunities	Summer Term 2020		
A1.8	Allocated subject specialist teachers in all subjects	Summer Term 2020		
A1.9	Biannual Moderation events in place	Spring Term 2020		
A1.10	All settings have named teacher responsible for Key Stage curriculum.	Summer Term 2020		
A1.11	Themed curriculum weeks on timetables	Summer Term 2020		
A2.1/2.2	Broad and balanced curriculum in place in all settings responds to pupil need and embeds consistency	Summer Term 2020		
A2.3	Online suite of qualifications available to Key Stage 4 learners	Summer Term 2020		
A2.4	Increased access to learning technologies in all settings	Summer Term 2020		
A2.5	Clear lines of communication and partnership between WSAPC and local schools to promote inclusion and engagement	Summer Term 2020		
A2.6	Teaching staff working between sites to improve curriculum offer and maximises resource efficiency	Summer Term 2020		
A2.7	Timetables show cross centre collaborative sessions/delivery	Spring Term 2020		
A2.8	Clearer Key stage 3 offer that supports the range of subjects taught in the mainstream setting to support transitions	Summer Term 2020		
A2.9	Vocational qualifications accessible in all secondary settings	Spring Term 2020		
A2.10/2.11	Completed audit of qualifications delivered with actions implemented	Spring Term 2020		
A3.1	Full audit of attendance practice complete and actions implemented	Autumn Term 2019		Review of Attendance practice led to a revised procedures and implementation of Attendance Team April 2019
A3.2	Revised attendance strategy in place and impact measured	Spring Term 2019		
A3.3	Access to online 'distance learning' in place to support engagement and attendance	Summer Term 2020		
A3.4	Attendance process in place and implemented in all centres	Spring Term 2019		Implemented and in place in all centres April 2019
A3.5	Designated areas for vulnerable pupils in all centres	Summer Term 2020		
A3.6	All centres have established rewards structure for attendance	Autumn Term 2018		All centres have systems in place to promote and reward good attendance
A4.1	Tutor system in place in all centres	Spring Term 2020		
A4.2	Displays in place and maintained in all centres	Autumn Term 2018		All centres have displays in place and maintained
A4.3	Reintegration focus forms part of all pupil admission processes	Spring Term 2020		
A4.4	Reintegration Programme implemented in all centres	Summer Term 2020		
A4.5	Reintegration and pupil case studies evidence the involvement of schools earlier in the pupils time at WSAPC	Autumn Term 2020		
A4.6	Clear lines of communication and responsibility established between WSAPC and local schools	Autumn Term 2020		All processes follow established communication lines to aid a better support planning for pupils
A4.7	Success profiles in place and available to view	Summer Term 2020		
A5.1	Revised baseline assessment procedures in place in all centres	Autumn Term 2019		
A5.2	Moderation processes in place that include peer observation and support.	Spring Term 2020		
A5.3	Lead subject teachers implement processes to share best practice in all teaching and learning areas	Spring Term 2020		
A5.4	CPD calendar reflects the data training needs of staff	Summer Term 2020		
A5.5	PM targets reflect the use of data to support planning and progress	Summer Term 2020		
A5.6	Qualitative data available to support target setting to increase accuracy	Spring Term 2020		
A5.7	Data informs targets for each term in all centres	Spring Term 2020		
A5.8	Analysis data available as whole school, centre and individual pupil	Spring Term 2020		
A5.9	Progress data available in all subjects delivered	Autumn Term 2019		
A5.10	Data is used to proactively address underperformance and inform assessment	Summer Term 2020		
A5.11	Assessment data in all areas support English and Maths judgements	Autumn Term 2019		
	Behaviour and Attitudes Success Criteria	Review Date	Progress Indication (RAG)	Evaluation When Complete
B1.1/1.2	All centres have a defined structure to capture and reward success	Autumn Term 2019		All centres have systems in place to promote and reward success
B1.3/1.4	Website presents pupil achievements	Spring Term 2020		
B1.5	CPD calendar evidences a clear and consistent approach to Behaviour Management training and expectations.	Autumn Term 2019		
B1.6	PSHE curriculum includes programmes for the development and understanding of emotional resilience in learners.	Spring Term 2020		
B1.7	Data systems enable whole school reward opportunities focusing on attendance, progress and personal development	Spring Term 2020		
B2.1	Named AHT in place and opportunities for parents to engage with the wider aims of WSAPC	Autumn Term 2018		AHT allocated strategic area relating to parental engagement
B2.2	All centres have consistent lines of communication available and understood by parents/carers	Autumn Term 2018		Consistent parent packs in place in all settings detailing communication processes and expectations
B2.3	WSAPC calendar includes social events for parents and staff in all settings	Summer Term 2020		
B2.4	All centres have consistent lines of communication available and understood by parents/carers	Summer Term 2020		Consistent parent packs in place in all settings detailing communication processes and expectations
B2.5	Parental support opportunities in place in all settings	Summer Term 2020		
B3.1	Reintegration data evidences a higher rate of successful returns to school for learners	Spring Term 2020		
B3.2	Behaviour data evidences a decrease in FTE from term to term	Summer Term 2020		
B3.3	CPD opportunities establish a consistent approach to behaviour management at all levels	Summer Term 2020		
B3.4	Personal development programmes address issues outside of school and support better choices made by pupils to enhance future progress	Summer Term 2020		
B3.5/3.6	Decrease in FTE for Damage and Physical/Verbal abuse towards staff	Summer Term 2020		
	Personal Development Success Criteria	Review Date	Progress Indication (RAG)	Evaluation When Complete
C1.1	All timetable have space allocated for C&E	Spring Term 2019		
C1.2/1.3	All centres have access to therapeutic opportunities for pupils	Autumn Term 2020		
C1.4	All centre timetables reflect an allocation for intervention and SENCO led support	Summer Term 2020		
C1.5	School council in place and pupil voice contributes to whole school development aims	Spring Term 2020		
C1.6	SHARP system embedded and in use	Autumn Term 2019		SHARP in place on the website and in use.
C2.1	Whole school PSHE curriculum supports personal development and prepares pupils for Post 16 opportunities	Spring Term 2020		
C2.2	Bespoke personal development timetable addresses issues inside and outside of school life	Autumn Term 2020		
C2.3	Careers strategy implemented and post 16 preparation opportunities available in all centres.	Autumn Term 2019		
C2.4	Pupil success profiles evidence positive pupil choices, success and willingness to engage in reintegration	Autumn Term 2019		
C2.5	Personal Development curriculum in place in all centres	Autumn Term 2019		
C2.6	Directory of Services available to staff	Autumn Term 2018		Directory of professionals available on SharePoint to all staff
C3.1/3.2/3.4	Enrichment opportunities available to all pupils	Autumn Term 2020		
C3.5	SENCO directed intervention menu available in all settings	Summer Term 2020		
C3.6	All mechanisms for review and audit in teaching and learning reflect the SEN CoP	Summer Term 2020		
C4.1	All timetable reflect allocated PSHE time	Autumn Term 2019		

C4.2	Code of conduct displayed in all settings and promoted by staff	Autumn Term 2018		On display in all settings and referred to by staff when describing setting expectations
C4.3	All staff to engage in CPD with a focus on Behavioural management strategies and understanding	Summer Term 2020		
C4.4	Personal development programmes prepares pupils for life as British and global citizens	Summer Term 2020		
	Leadership and Management Success Criteria	Review Date	Progress Indication (RAG)	Evaluation When Complete
D1.1	All AHT have an area of strategic responsibility	Autumn Term 2018		All AHT allocated strategic areas
D1.2	Specific leadership training for centre managers and UPS teachers to drive whole school accountability and consistency	Summer Term 2019		Middle Leadership training opportunities in place and promoted by leadership, raised expectations for UPS staff
D1.3	Established roles and responsibilities for TIC in place	Autumn Term 2020		
D1.4	Support staff checklist in place	Summer Term 2019		In place and centrally stored after acknowledgement
D1.5	Performance management timetable in place	Spring Term 2019		
D1.6	All AHT to have relevant training and understanding of HR policy and staffing processes are implemented effectively and consistently	Summer Term 2019		CPD 2018/19 enforced and provided a sound knowledge base of processes for AHTs and middle leaders
D1.7/1.8	Single timetable in place	Autumn Term 2020		
D2.1	Target systems in place evaluate the pupils starting points and allow for stretch and challenge.	Autumn Term 2019		
D2.2	Shared best practice, staffing and resourcing in place across all centres	Summer Term 2021		
D2.3	Exam analysis conducted in centres by AHT and teaching staff to identify areas for development and celebration.	Summer Term 2020		
D2.4	Pro forma in place	Autumn Term 2018		Processes to address under performance and drive accountability in place
D2.5	Moderation systems in place and informing curriculum and best practice	Spring Term 2020		
D2.6	After school study sessions in place to accelerate the progress of more able pupils	Autumn Term 2020		
D2.7	Parent Partnership programmes encourage support from parents and carers regarding the behaviour and progress of pupils in centres	Spring Term 2019		
D3.1	Team Around the School network in place and a regular part of the school calendar	Spring Term 2019		Complex Case Panel established and implemented over the academic year 2018/19.
D3.2	Multi agency lines of communication and support in place to support attendance	Spring Term 2020		
D3.3	Parental Partnership creates a culture of shared responsibility.	Spring Term 2020		
D3.4	Implementation of Attendance team and impact of the role measured to inform practice.	Summer Term 2020		
D4.1	All centres have access to therapeutic opportunities and strategies to support mental health	Summer Term 2020		
D4.2	PSHE Curriculum in place including targeted programmes relating to emotional resilience	Spring Term 2020		
D4.3/4.4	Supervision models investigated and processes to support staff are in place	Autumn Term 2020		
D4.5/4.6	Process for staff and pupil voice are in place and contribute to the aims of the whole school and the wellbeing of its staff	Autumn Term 2019		
D5.1	Trialled partnership programmes with local providers impact on pupil engagement and reintegration.	Summer Term 2020		
D5.2	Cross centre networks develop a consistent approach to sharing best practice across the college	Summer Term 2020		
D5.3	All lines of communication and partner working are established to support pupil transition	Spring Term 2020		
D5.4	Clear processes in place that put the inclusion team at the centre of reintegration processes.	Autumn Term 2019		
	Data Targets to support outcomes			
	The 60% of pupils with available data assessed as ON or ON+ in all Key Stages, from their starting point.	Autumn Term 2020		
	The majority of pupils with KS2 data available, have narrowed their individual gap in learning on exit	Autumn Term 2020		
	All pupils make gains in their reading ages from starting points.	Autumn Term 2020		
	2% year on year increase in pupils attaining a grade 5 in English and Maths	Yearly		
	2% year on year increase in pupil attaining 5 X GCSE grades at grade 4 or above	Yearly		
	To achieve higher outcomes than similar providers nationally based of the DFE SFR data release.	Yearly		
	All year 11 learners have the opportunity to access at least 5 GCSE subjects in all centres	Yearly		
	Decrease unauthorised absence to 20% by July 2021	Summer Term 2021		
	Increase whole school attendance to 65% by July 2020 (Aspirational Target of 70%)	Summer Term 2020		
	70% of pupils receiving attendance intervention show improved attendance	Summer Term 2020		
	Reduce authorised absence 15% by July 2021	Summer Term 2021		
	Attendance intervention in place for 100% of PA pupils.	Summer Term 2020		
	FTE reduce by 10% year on year, using viable alternatives such as RJ, bespoke tailored workshops on key issues, aggression, drugs, etc.	Yearly		
	80% of pupils accrue positive behaviour points	Yearly		
	90% year 11 leavers are EET (In education or employment).	Yearly		
	Raise reintegration success rate by 25% (Sustained returns to school)	Summer Term 2020		
	Reintegration percentage improves 20%	Summer Term 2020		
	Reduce staff attendance for stress related illness by 30%	Summer Term 2021		
	15% Reduced length of stay	Summer Term 2021		
	80% of learning walks evidence progress made by pupils in class	Autumn Term 2020		
	80% Of staff feel positive about opportunities for staff voice	Autumn Term 2020		
	Safeguarding self- assessment evidences compliance.	Yearly		