

2023

Our Strategic Lines of Development

2027

- The Anti-Bullying Team, with SLT has ensured that students are empowered to report incidents and they are supported well.
- A student led campaign 'Educate Don't Discriminate' has a high profile and has significantly reduced incidences of discriminatory behaviour.
- Safeguarding is effective.
- Attendance is in line with the national average. Systems for tracking, monitoring and intervention have been improved.
- The school is over-subscribed for 23/24 for Year 7 and 8 entry.
- The behaviour of students is good. Current focus is on developing therapeutic strategies to secure positive culture in all classrooms. Behaviour Policy will be reviewed and updated.
- Most students have a positive attitude to their learning and each other.
- Student achievement at KS4 and 5 is in line with national averages.
- The achievement of students in the Sixth Form is ALPs 2 making it the top Post 16 provider in Dorset.
- Research-based CPD has improved staff performance.
- Current focus for improvement is raising achievement of students who are disadvantaged and with SEND.
- Personal development curriculum has been developed and is much improved. Current focus is developing leadership of RHSE.
- Extra-curricular offer is wide-ranging and develops the talents and interests of students.
- Student destination data (inc Post 16) is consistently positive; NEETs are rare.
- Careers education is effective.
- Whole school well-being strategy is in place.
- The workforce is currently skilled and experienced although recruitment has become more challenging as per the national trend.
- Links with the wider community have been strengthened and work on this will continue.
- Ofsted, in their Monitoring Report (Feb '23) confirmed the school is making rapid progress towards achieving a 'good' inspection.
- United, skilled and experienced leadership team is in place and will be joined by two new colleagues in Sept '23, thereby building capacity.

A positive culture of diversity, equality and inclusion permeates

Students display a positive attitude and exemplary behaviour, in line with REAP

Excellent standards and achievement for all

Highly effective Sixth Form

Outstanding Leadership and Management

Successful transition into Multi - Academy Trust

- School Anti-Bullying Strategy is fully embedded.
- All students feel safe and included.
- Students, staff, parents and the local community are proud of their school.
- There are high levels of community engagement (all stakeholders).
- School values permeate all areas of school life and in the wider community.
- Safeguarding is effective.
- All classrooms are inclusive. Excellent teaching meets the needs of all students.
- SEND attendance, behaviour, attitudes and performance outcomes are in line with non-SEND.
- Spiritual, moral, social and cultural development of students is strong due to effective curriculum and extensive extra-curricular opportunities.
- Performance outcomes in line or above national benchmarks.
- Student achievement across all phases (years 7 - 13) and groups is high.
- High quality CPD secures an effective workforce for both academic and pastoral provision.
- The curriculum provides a range of opportunities for students to apply expertise in cross-curricular literacy and numeracy skills.
- Staff are aspirational, motivated and their well-being is good.
- The school is judged 'Good' by Ofsted, with elements of outstanding practice in all areas.
- Successful transition into a MAT.
- Distributive leadership structure established within a MAT which secures clear areas of oversight and shared accountability.
- A highly effective Local Governing Board provides clear strategic support and challenge.

CURRENT PRIORITIES – THE RATIONALE

Our performance outcomes are good at KS4 and 5 as a result of effective curriculum planning and our evidence-based research professional development programme, which underpins high quality teaching and learning.

In October 2021 Ofsted judged our Quality of Education and Sixth Form to be Good

Our current priorities are based on ensuring we sustain momentum in terms of the 'Quality of Education' and the Sixth Form, as well as respond effectively and efficiently to the areas for improvement as identified by Ofsted in October 2021; these were reviewed by Ofsted during a Monitoring Visit in February 2023 and progress was judged to be positive, no further actions were identified:

Areas for Improvement – 2021

- 1. Pupils shared concerns about bullying with inspectors that they do not report. Therefore, some pupils continue to suffer because of ongoing bullying issues. Leaders must ensure that effective communication and education, that leads to a culture of trust and respect in the school, is established with urgency.**
- 2. Leaders do not analyse information about some pupils' attendance and behaviour sufficiently. This means that leaders are not able to target improvements specifically enough. Leaders must ensure that evaluation of every pupils' attendance and behaviour is more accurate and focused.**

CURRENT PRIORITIES AND KEY PERFORMANCE INDICATORS

QUALITY OF EDUCATION

What we need to improve

- Consistently evaluate and update curriculum plans to ensure that the needs of all students are met and appropriate adaptations are in place. **SMI**
- Leaders and teachers strive to ensure all classrooms are inclusive by identifying key teaching and learning strategies and by ensuring all students exhibit strong behaviour for learning. **WMS**
- Improve teachers' skills in teaching disciplinary literacy with a focus on developing reading skills. **HYB**
- Drive performance outcomes to be significantly above the national average and improve outcomes in all subjects, with a focus on those underperforming to reduce in-school variation **WMS/SMI/WIL/MOE**

What will success look like? (KPIs) Where will we find evidence?

- **Broad, balanced and ambitious curriculum is consistently embedded. Pathways enable students to know, do and remember more in the lower years and beyond, resulting in good or better progress.** (Audit of curriculum plans, subject leader development plans, governor meetings with senior leaders and subject leaders; SLT/subject leader monitoring, external reviews and inspections, analysis of internal and external performance data for all students and target groups (eg PP, Boys, SEND))
- **All teachers implement a range of strategies to engage all students. Students who have SEND, are disadvantaged, less confident and/or low attainers are effectively supported and challenged.** (Learning walks; work scrutiny; student voice; analysis of progress data).
- **All students, irrespective of their background or the challenges they face, have full access to the wide range of opportunities and experiences available at school and achieve well.** (Analysis of internal progress data and targets matched with external assessment judgements).
- **All staff understand how to support reading in their subject and effective teaching of disciplinary literacy ensures that students are confident, motivated and skilled in applying skills independently across the curriculum and beyond.** (Learning walks; analysis of reading progress; achievement across subjects; independent reading surveys; student voice; levels of engagement with school library).
- **Reading is prioritised and those who are behind make good progress.** (Lesson and intervention observations; impact of interventions on student progress;
- **Raised standards of teaching and improved student performance (with a focus on identified subject areas).** (Lesson observations; review of 'red' subjects; analysis of internal progress data and targets matched with external assessment judgements).

CURRENT PRIORITIES AND KEY PERFORMANCE INDICATORS

BEHAVIOUR AND ATTITUDES

What we need to improve

- Further increase confidence so students are reassured that all bullying and discriminatory reports will be dealt with effectively, in line with our Strategy and students feel safe. **WIL/BRW/MOT**
- Continue to improve attendance/punctuality with a sharp focus on the attendance/punctuality of SEND; Pupil Premium; Children with a Social Worker and reduce the number of students with Persistent Absence and Serious Absence. **BRW/MOT**
- Further develop strategies for positive reinforcement of behaviour; resilience and pride in the school, including a review of the rewards system. **MOT**
- Use trend analysis (Removals, Suspensions/PEX) to inform strategy and maximise impact. **MOT/WIL**

What will success look like? (KPIs) Where will we find evidence?

- **Systems for reporting are clear and accessible.** Students are confident and empowered in reporting bullying incidents. Reports are immediately followed up and intervention is effective. There is a significant reduction of bullying. (Analysis of referrals and follow up; student voice; case studies).
- **Attendance rates are in-line or above national data.** (Analysis of all attendance data; student voice; parent engagement;)
- **Teachers are skilled at encouraging positive behaviour** which secures good relationships and quality learning experiences (Lesson observations; student voice; progress data)
- **Students demonstrate positive attitudes to learning.** (Student voice; staff voice; learning walks ; work scrutiny; progress data)
- **Students feel well supported and there is a positive culture of aspiration, pride, respect and trust both in and out the classroom** (Surveys and student voice activities; analysis of reward and sanction).

CURRENT PRIORITIES AND KEY PERFORMANCE INDICATORS

PERSONAL DEVELOPMENT

What we need to improve

- Ensure that the Personal Development programme is consistently and effectively delivered between tutor groups and year groups including the revised literacy initiative. **BRW**
- Establish a clear and manageable assessment and rewards framework for Personal Development. **BRW**
- Provide CPD for all staff to strengthen pedagogy and practice (eg explicit teaching of reading in relation to diversity texts; use of resources). **HYB**
- Strengthen RSHE provision. **BRW/SMI**
- Ensure all students are aware of the range of support available to help meet their well-being needs. **BRW/MOT**

What will success look like? (KPIs)

Where will we find evidence?

- **Personal Development curriculum is coherently planned and sequenced. It provides progressively challenging opportunities to enable all students to build on knowledge skills and understanding.** Plans are in place which clearly map outcomes for each topic. (Analysis of curriculum plans; learning walks; work scrutiny; student voice; staff voice)
- **Strategies for effective assessment are established** which accurately demonstrate the progress all students are making (Analysis of outcomes such as: impact of 'live making'; merit stamps and certificates)
- **Teachers make good use of diversity texts** to complement topics and extend students' reading experience (lesson observations; progress data (English); use of library and evidence of personal reading)
- **RSHE curriculum is reviewed and fully implemented** with student evaluation showing they have an age-appropriate understanding of key knowledge, skills and understanding. (Analysis of curriculum plans; learning walks; work scrutiny; student voice; staff voice)
- **Heads of Year have an excellent grasp of the RSHE curriculum**, see its relationship with Personal Development curriculum and lead implementation effectively. (Student voice, staff voice; learning walks)
- **Students confirm they are aware of the range of support and help with their well-being** (student voice)

CURRENT PRIORITIES AND KEY PERFORMANCE INDICATORS

LEADERSHIP AND MANAGEMENT

What we need to improve

- **Maintain performance outcomes (see Q of E) in line with the national average and improve outcomes in all subjects (with a focus on those subjects underperforming) AND further strengthen Inclusion and Pupil Premium and as a result impact positively on student outcomes. HYR/JOH**
- **Ensure there is coherence and consistency within the re-structured SLT and the team work together to deliver positive outcomes. WIL**
- **Governors a) ensure targets are met from the 2022/3 external review and b) ensure a successful transition into a multi-academy trust for all stakeholders (the new Local Governing Board will be established with a clear remit and KPIs). VAU**
- **Further develop effective links with the local community. WIL/VAU**

What will success look like? (KPIs) Where will we find evidence?

- **Senior leadership roles and responsibilities are reviewed** which ensures that all leaders understand their respective roles/areas of oversight and perform them coherently and consistently. This secures continuous improvement and raises achievement in target groups and subjects. (Progress and attainment data; destination data; student voice; staff voice)
- **All staff understand and implement the schools' vision and values for students with SEND.** Guidance is clearly communicated and effective leadership at all levels ensures that there is a tangible culture of shared responsibility and accountability for provision and outcomes for students with SEND. (Learning walks; interventions; student voice; progress data; destination data)
- **The school's cycle of monitoring, evaluation and improvement planning is clear and used effectively.** Leaders at all tiers are fully involved and use information and establish inspiring and appropriate CPD to improve leadership of teaching, learning and assessment. (Analysis of staff engagement in CPD and impact on raising student achievement; staff surveys; succession plans; promotions; progress data; lesson observations; work scrutiny).
- **Governors successfully meet the targets from recent external review** and continue to undertake all statutory duties effectively. (Progress data and targets; middle leader action plans; minutes of Governing Board meetings; records of link governor meetings/visits, external evaluation and inspections).
- **Leaders work in partnership with parents to tackle successfully issues, concerns and incidents in the wider community.** There is a positive culture of shared responsibility and collaborative working which secures high levels of student well-being and academic success. High levels of engagement are established from the wider community as seen by responses to social media and participation in inward and outward facing activities. (Parent surveys; levels of engagement with community leaders, parents, employers and other education/training establishments).
- **The school successfully transitions into the new MAT** (TUPE is effective; clear roles and responsibilities are established; successful implementation of MAT systems; development plans revised in line with the Trust)

CURRENT PRIORITIES AND KEY PERFORMANCE INDICATORS

SIXTH FORM

What we need to improve	What will success look like? (KPIs) Where will we find evidence?
<ul style="list-style-type: none"> • Reduce subject variation so all level 3 subjects will be in line with or exceeding the national average in terms of progress – overall Alps to be 3 or above. Disadvantaged learners to be equal to or higher than non-disadvantaged. MOE • Investigate vocational curriculum offerings. MOE • Ensure retention and progression figures remain high and that students access high quality higher education and apprenticeships. MOE • Encourage more students to become role models to younger students. MOE 	<ul style="list-style-type: none"> • VA positive for all Post 16 provision. Key Stage 5 Subject ALPS scores in black and red. Individual students achieve at or above target grades (Analysis of progress data; public exam performance). • All students have an appropriate progression plan in place, including high tariff courses where appropriate (Sixth form tracking). • Careers interactions are logged effectively on Unifrog, as are careers activities (to confirm these have taken place) (Unifrog). • National destinations data is above average (National destinations data). • Curriculum remains diverse and meets the demands of the cohort (Audit of curriculum plans, subject leaders' development plans, SLT and subject monitoring). • MOE continues to be part of the Pan Dorset Steering Group for T Levels so TBS is well prepared to adopt appropriate T Levels (Minutes of meetings). • Students feel that tutorial programme is good and meets their needs, any feedback for development is acted upon (Student Survey). • Programme of study secures Band 5 funding for all students (Financial Tracking)

THE QUALITY OF EDUCATION What we need to do to improve	Milestones		
	November 2023	March 2024	July 2024
<ul style="list-style-type: none"> Consistently evaluate and update curriculum plans to ensure that the needs of all students are met and appropriate adaptations are in place. SMI 	<ul style="list-style-type: none"> All curriculum plans reviewed with SLT line manager including feedback from Inclusion Lead and Literacy Co-ordinator All plans published on school website Lesson observations and work scrutiny completed of underperforming subjects to ensure fidelity between curriculum planning and delivery All new teachers observed well before Oct half term. ACSR review of curriculum model to ensure it is meeting student needs 	<ul style="list-style-type: none"> Review of delivery of careers education through curriculum delivery Lesson observations and work scrutiny completed of underperforming subjects to ensure fidelity between curriculum planning and delivery, and actions set Interventions in place for additional subjects causing concern, other than underperforming subjects identified 	<ul style="list-style-type: none"> Curriculum review by all HoFs completed and update in preparation for delivery in 24/25 Evaluation of interventions and plans amended to inform process in 24/25 Review of actions set for underperforming subjects
<ul style="list-style-type: none"> Leaders and teachers strive to ensure all classrooms are inclusive by identifying key teaching and learning strategies and by ensuring all students exhibit strong behaviour for learning. WMS/HYR 	<ul style="list-style-type: none"> 'Inclusion, The TBS Way' is introduced, understood and followed. Leadership of this is through middle leaders who are responsible and accountable for how this is being done well across their entire team. External Consultant feedback from May Q of E review is incorporated in plans going forward. Comprehensive CPD on what inclusion looks like at TBS delivered to all teaching staff and support staff (WMS/HYR/JOH) All teachers observed to monitor level of inclusion in classrooms, including use of specific teaching and behavioural strategies, using a clear and robust monitoring plan 	<ul style="list-style-type: none"> Lesson observation (internal and from external consultants) confirms middle leaders are driving 'Inclusion, The TBS Way'. Regular CPD sessions embedded built on thread of inclusion Wide range of teachers and subjects observed and progress identified. Areas of development clearly feed into the CPD programme. 	<ul style="list-style-type: none"> Entire review of 'Inclusion, The TBS Way'. How successful is it? Data to inform this review. Evaluation of CPD programme completed and improvement in quality of education identified
<ul style="list-style-type: none"> Improve teachers' skills in teaching disciplinary literacy with a focus on developing reading skills. HYB 	<ul style="list-style-type: none"> All schemes of work have explicit reference to texts and vocabulary taught in each unit of work. All staff will have received CPD on how to teach vocabulary and how to practise reading in class. 	<ul style="list-style-type: none"> Wide range of teachers and subjects observed and progress in the teaching of vocabulary and the practice of reading identified. Areas of development clearly feed into the CPD programme. Staff have received CPD on how to recognise more challenging examples of phonemes. 	<ul style="list-style-type: none"> Evaluation of student performance across the curriculum as a result of improved literacy skills. <ul style="list-style-type: none"> assessment results staff voice student voice
<ul style="list-style-type: none"> Drive performance outcomes to be significantly above the national average and improve outcomes in all subjects, with a focus on 	<ul style="list-style-type: none"> Clear and measurable action plan in place for underperforming subjects based on 2023 outcomes and previous where relevant 	<ul style="list-style-type: none"> Action plans demonstrate evaluation and further actions as a result of RSL meetings Evidence available of monitoring through the action plan and improvement identified 	<ul style="list-style-type: none"> Evaluation of action plan for underperforming subjects with HoF and Subject Lead with evidence of measures taken and expected outcomes

<p>those underperforming to reduce in-school variation WMS/SMI/WIL/MOE</p>	<ul style="list-style-type: none"> • All HoFs and subjects leads of underperforming subjects to attend initial Raising Standards meeting with Headteacher, Deputy Headteacher and Assistant Headteacher with responsibility for outcomes • Evidence of initial monitoring through measures identified in the action plan 	<ul style="list-style-type: none"> • Measurable progress in underperforming subjects identified in RSL meeting, driven by the actions stated in the subject action plan 	
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