



RESPONSIBLE CITIZENS ACTION PLAN 3: incorporating elements from the SDP Contributory Areas of (1) SUCCESSFUL LEARNING, TEACHING, PLANNING AND ASSESSMENT (3)*STAFF PROFESSIONAL LEARNING; (4)*RES DIGITAL SKILLS FOR THE FUTURE; (5)*ENVIRONMENT, SOCIETY AND ECONOMY; (6)*SELF-EVALUATION; (12)*RES LINKS/IDENTITY

SEPT 2026-JUNE 2027

Current Situation

The 2025/2026 Action Plan 3 focused on Pupil and Staff leadership and wellbeing. Staff, pupil and parental self-evaluation throughout the year indicated the need for continuous implementation and embedding of strategies to achieve the objectives outlined, in order to build capacity within the school to provide high quality education and outcomes for learners. Providing clear quantifiable targets (SMART) to allow us to be explicit regarding **impact on learners' outcomes, standards and progression** was identified by stakeholder feedback as an area for improvement for 2026/2027, along with **sharper success criteria** (measurable, not descriptive)

Key Area	Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time, cost, SDD	Staff Lead	Timescale
1	By June 2027, to further develop pupils' personal and social skills through increased participation in a wide range of activities beyond the classroom, including sport, drama, enterprise and music. By June 2027, to increase participation so that at least 75% of Year 8–11 pupils participate regularly (weekly/termly) in sporting, extra-curricular and leadership activities, with no more than a 10% participation gap between key pupil groups.	Pupils demonstrate increasing confidence and independence and participate fully in the academic, co-curricular and extra-curricular life of the school and the wider community. ≥75% pupil participation recorded through the tracking system - Participation gap between key groups (e.g. SEN, gender) reduced to ≤10% ≥75% of pupils report improved confidence, resilience and sense of belonging (pupil surveys) - Leadership pathways demonstrate clear and progressive development from KS3 to KS5, with documented uptake - Evidence of pupil-led initiatives contributing positively to the school and/or wider community	- Develop and implement a whole-school participation tracking system to monitor engagement in sport, music, drama, leadership and other extra-curricular activities. - Establish annual participation targets for each year group and review progress termly through pastoral and senior leadership structures. - Identify pupils who are underrepresented in extra-curricular activities (including SEN, FSME and gender groups where appropriate) and implement targeted intervention strategies to increase participation. - Expand the range of sporting, cultural, leadership and enterprise opportunities available to pupils, informed by pupil voice and participation data. - Introduce and promote progressive leadership pathways from Year 8 to Year 14, including prefect, mentoring, ambassador and committee roles. - Strengthen links with local businesses, community organisations, charities and educational partners to provide wider personal development opportunities. - Celebrate and promote pupil achievements through assemblies, social media, the school website and awards events.	Staff Time in Depts and individually Feedback to Dept meetings In depts and on SDDs Staff time Recent research – journals/ books etc Time for working party to meet Time for SLT to meet with HoDs.	CMD/RH/ Staff HODs Staff CS/LSAs DF/CBI/JS	Ongoing 2026-27

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			- Use pupil voice activities to evaluate participation, identify barriers to involvement and inform future provision. - Provide staff with guidance and support to encourage and facilitate wider pupil engagement across curricular and extra-curricular programmes. - Monitor participation and engagement data termly and use findings to inform improvement planning and resource allocation.			
4	By June 2027, to successfully launch the Navigatr Digital Ambassador Programme	- Recruit and train a minimum of 8 Digital Ambassadors at Gold level - Achieve 80% uptake of the Bronze Digital Ambassador Award - Achieve 70% completion rate for Bronze accreditation - Achieve 60% uptake of the Silver Digital Ambassador Award - Achieve 40% completion rate for Silver accreditation	- Launch the Digital Ambassador Programme in September 2026 - Recruit and train Digital Ambassadors through a structured pupil leadership programme - Deliver training in: - Online Safety - AI Literacy - Digital Footprint - Essential Digital Skills - Support pupils in completing Bronze and Silver accreditation pathways - Organise and deliver whole-school assemblies and Safer Internet Day activities led by Digital Ambassadors - Develop pupil-led campaigns, workshops and peer support opportunities to promote responsible technology use - Support Year 8 induction activities and whole-school digital events - Monitor participation, accreditation completion rates and pupil engagement through: - data tracking - pupil surveys - feedback mechanisms - Evaluate impact through pastoral monitoring and pupil voice	Training resources External speakers/ workshops. Digital Ambassador Meetings	SP/ TG	Launch: Sept 2026 Monitoring Termly Review: June 2027

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	By June 2027, to embed a systematic and coherent approach to pupil voice , ensuring that all pupils have meaningful opportunities to influence school improvement, with clear, measurable evidence of impact on provision and outcomes.	- Each year group engages in at least 2 structured pupil voice activities annually ≥85% of pupils report that they feel listened to and able to contribute to school improvement (survey data) - Clear, documented evidence of at least 2 changes per term made in response to pupil feedback - Student Council demonstrates active involvement in decision-making processes, with recorded impact - Departments evidence use of pupil voice to inform teaching, learning and provision (SEF/QA evidence) - Evidence of improved pupil engagement, satisfaction and participation linked to pupil voice feedback	- Develop and launch a whole-school Pupil Voice Framework outlining agreed structures, timelines and responsibilities. - Audit existing pupil voice opportunities and identify gaps in representation. - Strengthen the Student Council through regular meetings, action planning and formal reporting mechanisms. - Introduce a termly pupil consultation cycle focusing on agreed improvement priorities. - Establish digital feedback channels to increase accessibility and participation. - Ensure targeted consultation with underrepresented groups including SEN, FSME and less-engaged pupils. - Share outcomes of pupil feedback through “You Said, We Did” communications. - Monitor the quality and impact of pupil voice activities through line-management and self-evaluation processes.	Staff time (pastoral + departmental) Survey tools (Forms/online platforms) SLT/HOY/HOD analysis time SDD input on effective pupil voice and evaluation	CMD / SLT LS/MMC HODs HOYs	Ongoing 2026-27
3	By June 2027 to further develop Staff Leadership & Development throughout the school	Staff demonstrate confidence and actively contribute to both academic and extra-curricular provision within the school and wider community. ≥80% of middle leaders demonstrate effective use of data (PRSD/QA evidence)	- Conduct an annual audit of leadership strengths, aspirations and professional learning needs. - Develop a coherent leadership development pathway for aspiring, emerging and established leaders. - Promote and facilitate staff participation in PQHNI and other accredited leadership programmes.	SLT time Cover Planning time	MMC / MJP / SLT / LG	Ongoing across 2026–27 Termly monitoring

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	By June 2027, middle leaders will consistently demonstrate effective leadership of improvement, evidenced by sustained implementation and measurable impact.	• ≥80% positive impact identified through CPD evaluations • Improved consistency across departments (SLT monitoring evidence) • Increased uptake of leadership development programmes (e.g. PQHNI) • Staff surveys indicate improved confidence in leadership and professional practice	• Establish school improvement working parties aligned to SDP priorities. • Create opportunities for staff to lead whole-school initiatives, projects and professional learning activities. • Implement a programme of middle-leadership development focused on strategic planning, self-evaluation and improvement leadership. • Support departments in the effective use of data to inform decision-making and target-setting. • Facilitate professional collaboration through peer learning, coaching and sharing of effective practice. • Use PRSD and line-management processes to monitor leadership impact and professional growth. • Continue to develop and evaluate staff wellbeing initiatives which support professional effectiveness.		Wellbeing Comm	Final evaluation: June 2027
6	By June 2027, to enhance CEIAG through the delivery of well-informed, impartial careers education, information, advice and guidance , alongside relevant, well-planned and challenging workplace experiences , which enhance employability and support informed career planning.	• ≥85% of pupils (Years 10, 12, 13 and 14) actively engage with the careers platform (e.g. Unifrog analytics) • ≥80% of pupils (Years 12–14) can clearly articulate their next steps (survey/interview evidence) • Evidence of increased uptake of appropriate post-16 and post-18 pathways (destinations data)	• Deliver a progressive CEIAG programme across Years 8-14 in line with the Gatsby Benchmarks and ETI/DENI guidance. • Embed careers learning opportunities within subject areas to strengthen curriculum-career connections. • Integrate Unifrog activities into the tutor programme and monitor engagement regularly. • Coordinate annual careers events including employer talks, apprenticeship sessions, higher education visits and alumni presentations. • Expand partnerships with employers, universities, FE colleges and professional organisations. • Develop a structured programme of meaningful employer encounters across all year groups. • Deliver targeted guidance interventions at key transition points (Years 10, 12 and 14). • Implement and evaluate workplace experiences that support career exploration and employability development.	Time in Depts and individually In departments and on SDDs Staff time Time for SLT to meet with HoDs	CMD / SLT / Careers Staff / NHH	Ongoing 2026–27 Monitoring Monthly (platform), Termly (full review) Final evaluation: June 2027

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		- All senior pupils experience at least 3 meaningful employer encounters annually 100% compliance with Work Experience policies and procedures ≥80% positive pupil feedback regarding CEIAG provision	- Track pupil destinations and use findings to inform future provision. - Gather and analyse pupil, parent and employer feedback to evaluate the quality and impact of careers provision.			
	By June 2027, to strengthen self-evaluation and stakeholder engagement through the implementation of a systematic, evidence-informed process , resulting in demonstrable and sustained improvements in pupil outcomes and experiences across all departments.	100% of departments produce high-quality, evaluative SEFs - All departments are judged at least effective through internal QA processes - SEFs demonstrate consistent and effective use of: - attainment data - progress data - participation data Each department evidences at least two measurable	- Implement a revised whole-school self-evaluation calendar aligned to SDP priorities. - Provide training for middle leaders on evaluative writing, evidence gathering and data analysis. - Introduce into Line Management a termly cycle of departmental review and challenge meetings. - Establish cross-departmental moderation activities to promote consistency in evaluation. - Develop common templates and guidance for departmental SEFs and action plans. - Strengthen the use of quantitative and qualitative evidence in departmental evaluations. - Ensure line-management meetings focus explicitly on progress, impact and next steps.	Staff time (departmental and individual) Staff Development Days (CPD delivery) Departmental meeting time SLT/HoD review meetings	CMD / SLT / HODs	Implement September 2026 Monitoring Termly Review: June 2027

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		improvements directly linked to SEF priorities - Reduced variation in performance across departments (SLT QA evidence) - Clear alignment between self-evaluation, action planning and impact on outcomes	- Use internal quality assurance activities to validate departmental evaluations. - Share effective practice identified through self-evaluation processes. - Review progress against improvement priorities termly and adjust actions where necessary.			

Monitoring	Evaluation
<i>SLT and line managers will monitor progress through:</i> <i>Schemes of Work</i> <i>Teachers' planning</i> <i>Line management meetings</i> <i>Departmental agendas and minutes</i> <i>PRSD processes and lesson observations</i> <i>Working party minutes and audits</i> <i>Staff training records</i> <i>Feedback from pupils, staff, employers and stakeholders</i> <i>Findings will inform ongoing development and next steps.</i>	Evaluation will focus explicitly on impact rather than activity, including: • improvements in pupil participation, confidence and engagement • progression in leadership, digital leadership and career planning • measurable improvements in pupil outcomes and experiences • reduction in variation across departments • effectiveness of leadership at all levels Approach • Termly RAG evaluation against SMART success criteria • Triangulation of quantitative and qualitative evidence • Clear distinction between: ○ actions completed ○ impact achieved • Continuous refinement to ensure sustained improvement