TBAP Business Hub
School Development Plan - Overview

Mission	What the school is seeking to achieve in its day-to-day activity: Mission statement: TBAP Exists to empower children who have been disadvantaged to thrive now and in the future
Aims	How the school is planning to improve: TBAP Principles: SUCCESS FOR LEARNERS BY ANY MEANS We design and adapt so that success for young people is a non-negotiable PRECISE INCLUSION We know each other as learners and as people and we are forensic in creating systems that empower learning STARTING AT GREAT For our learners there is no 'good enough', we are committed to being exceptional in every respect
Strategic Development Priorities	Overall priorities (i.e. across the 3 year plan) that have been identified to achieve the aims:

TBAP Business Hub
School Development Plan
September 2014 to August 2015

SDP Project	Objective	Activities	Project Team	Resources & Costs
1. Evolving TBAP School Structures Due By: 17/07/2020	To create new flexible and scalable management structures, delivery teams and collaborative practices to enable TBAP to be innovative and deliver great outcomes.	• To develop a leadership and management structure that is sufficient to meet the needs of the trust as it grows over the next five years 07/07/2015 - 30/09/2016 - Not Started • All business workstreams to develop and put in place a minimum standards offer that are reviewed annually 01/09/2015 - 31/07/2016 - Not Started • To develop and implement monitoring arrangements to consistently review both centralised and localised systems to ensure they continue to deliver effective and cost efficient services. 01/09/2015 - 31/07/2016 - Not Started • Compare TBAP school systems and structures with other organisations and MATs to understand how we can advance our effectiveness and continue to grow. 01/09/2015 - 31/07/2016 - Not Started • To develop new and effective communication systems to enable teams, directors and individuals to work collaboratively to deliver trust wide outocmes 01/09/2015 - 31/07/2016 - Not Started	Crawley-Lyons, Nathan (leader) 26 users	Total Cost: £0.00
Project Description	To create new flexible and scalable management structures, delivery teams and collaborative practices to enable TBAP to be innovative and deliver great outcomes			
Project Source	Report: TBAP 2020 Vision - Evolving TBAP School Structures			
Success Criterion	The whole trust community understand the mission of TBAP. The underlining principles are easily recognisable in everything we do and there are examples of high quality innovative practice.			1
Success Criterion	The TBAP principles are evident in the way TBAP academies are led and our approach to offering a personalised curriculum.			1
Success Criterion	TBAP leadership demonstrate clear accountability and responsibility for sustaining excellence as well as for increasing the reach and breadth of the Trust.			1
Success Criterion	100% of staff surveys indicate an understanding of how staff contribute to the development of the Trust and that they act on this with enthusiasm and commitment			1
Success Criterion	Staff are able to evidence how they consistently look to each other for support and challenge as well as to external organisations to validate what they are good at and to challenge where improvements can be made.			1
Success Criterion	All Staff recognise that they are part of a national / international community of educationalists and seek out opportunities to support and improve their effectiveness.			1

SDP Project	Objective	Activities	Project Team	Resources & Costs
2. Alternative to the Alternative Due By: 17/07/2020	Bespoke pathways that are underpinned by rigourous assessment and monitoring protocols lead to reintegration or accreditation in line with TBAP progress and performance targets	• All Commissioned AP Providers to adopt TBAP weekly monitoring procedures 07/07/2015 - 22/07/2016 - Not Started • Rigorous monitoring procedures ensure intervention is put in place for learners at risk of underachievement 07/07/2015 - 22/07/2016 - Not Started • Consistent approach to learner transfer with agreement from Executive Head ensures appropriate placement of students 07/07/2015 - 22/07/2016 - Not Started • Termly diverse pathway group (DPG) meetings ensures effective information sharing among AP providers and support to ensure ofsted compliance 07/07/2015 - 15/07/2016 - Not Started	Browne, Ruth (leader) 26 users	Total Cost: £0.00
Project Description	Providing high quality alternative provision that offers flexible, creative access to education and provides equal opportunity for achievement and accreditation.			

Project Source	Report: TBAP 2020 Vision - Alternative to the Alternative	
Success Criterion	Centralised process for learners delivered through innovative partnerships between CSS and extended service providers ensures high levels of attendance and engagement for all learners accessing alternative placements	2
Success Criterion	Successful quality assurance outcomes for all commissioned providers demonstrate that minimum standards are exceeded QIP visits demonstrate that any suggested improvement strategies have been successfully implemented	3
Success Criterion	100% of students attending alternative sites are closely monitored in relation to attendance and academic progress resulting in learners making good progress in relation to individualised performance indicators	1

SDP Project	Objective	Activities	Project Team	Resources & Costs
3. 'Far Fetched' Educational Ideas Due By: 17/07/2020	A range of 'far fetched' ideas are piloted in TBAP schools and services. Outcomes are measured in partnership with TBAP TSA research partners	• Further develop the culture of innovation and research at TBAP by introducing the Spirals of Enquiry, an action research model which has been tried and tested. 07/07/2015 - 29/07/2016 - Not Started • Explore the 'City as School' model for making work place links and designing a personalised curriculum with a focus on work based learning. 07/07/2015 - 02/01/2017 - Not Started • Deliver CPD to TBAP staff on current research highlighting the need to develop and make available alternative models of education to TBAP learners 01/09/2015 - 29/07/2016 - Not Started • Identify and develop a team of champions of the alternatives to the alternatives in each school to promote and develop new ways of learning, ensuring these approaches are sound models based on good evidence. 04/09/2015 - 29/07/2016 - Not Started • Explore a range of alternative models of learning / education and introduce pilots across TBAP with robust measures in place to evaluate and review 28/09/2015 - 28/07/2017 - Not Started • Start a TBAP alternative to the alternative blog 04/01/2016 - 29/01/2016 - Not Started	Meehan, Tony (leader) 26 users	Total Cost: £0.00
Project Description	Exploring and researching new ideas in education. Exploring new pedagogies that are derived from evidence based research. Providing high quality alternative provision that offers flexible, creative access to education and provides equal opportunity for achievement and accreditation.			
Project Source	Report: TBAP 2020 Vision - 'Far Fetched' Educational Ideas			
Success Criterion	Co-construction with learners of TBAP innovative approaches to delivering personalised learning	1		
Success Criterion	Learners have a clear understanding about how they are learning, demonstrating a sense of pride in their learning by engaging and taking ownership of the progress they need to make to be successful.	3		
Success Criterion	Learners have a good understanding of the skills and attributes, such as resilience, growth mindsets and empathy they are developing, with a good understanding of how these will benefit them throughout their lives.	1		
Success Criterion	TBAP has a range of approaches to suit individual learning needs. These would have a solid evidence base and linked to research carried out by our partners in higher education.	1		

SDP Project	Objective	Activities	Project Team	Resources & Costs
4. Residential Enrichment Due By: 17/07/2020	An annual cycle of residential enrichment is published TBAP-wide; at least 20% of TBAP learners engage within 24 months of joining a	• Each TBAP Academy agrees a programme of residential opportunities every year in September 01/09/2015 - 31/10/2015 - Not Started • TBAP has partnership arrangements with a range of residential providers enabling us to tailor experiences to meet specific needs 01/09/2015 - 31/07/2016 - Not Started • Systems are in place to capture the effectiveness	Crawley-Lyons, Nathan (leader) 26 users	Total Cost: £0.00

	school/ service	of residential experiences and is shared across the Trust 01/09/2015 - 31/07/2016 - Not Started			
Project Description	Learners' school experience is enhanced through a range of activity beyond the classroom that builds knowledge and raises aspiration				
Project Source	Report: TBAP 2020 Vision - Residential Enrichment				
Success Criterion	At least 75% of TBAP residentials utilise partnership with external agencies.				2
Success Criterion	TBAP systems are used to plan and monitor the quality of residential experiences. 100% are safe and enjoyable for all				1
Success Criterion	The planning of TBAP residentials is a joint activity undertaken by staff and learners which increases ownership and success				1

SDP Project	Objective	Activities		Project Team	Resources & Costs
5. The Extended Curriculum Due By: 17/07/2020	At least 95% of learners experience at least one extended-curriculum activity every term	• Liaise with students across TBAP to identify appropriate course which will engage learners 07/07/2015 - 15/07/2016 - Started • Liaise with local colleges and Academies within TBAP develop extended offer 07/07/2015 - 15/07/2016 - Started • To discuss with extended SLT the possibility of onsite YOT worker 07/07/2015 - 15/07/2016 - Started • Develop TBAP in the community project to strengthen relations within the local community. 07/07/2015 - 15/07/2016 - Started		Augustine, Peter (leader) 26 users	Total Cost: £0.00
Project Description	Delivering resource to provide learners with high quality opportunities to engage in positive activity with adult role models from within and without the Trust.				
Project Source	Report: TBAP 2020 Vision - The Extended Curriculum				
Success Criterion	Extended offer Is available to every TBAP learner with access to a variety of courses and activities.				3
Success Criterion	External partners meet with TBAP leaders on a termly basis and a number of agencies are colocated in TBAP Academies.				3
Success Criterion	A TBAP directory of extended services is in place which include innovative providers to develop a dynamic extended curriculum. Learner voice has been used to develop and refine the offer.				3
Success Criterion	All TBAP academies act as centres of delivery for external services				3

SDP Project	Objective	Activities		Project Team	Resources & Costs
6. Partnership Working with Communities Due By: 17/07/2020	A TBAP community working team is established comprising parents, professionals, learners, Foundation & Trust members and staff. Their work is published at least annually on the TBAP website	• Community Working Team established consisting of at least one professional and learner from each school. Group must have at least one parent to be quorate. 07/07/2015 - 07/07/2016 - Not Started • Terms of reference established to ensure group momentum and structure is maintained 07/07/2015 - 07/07/2016 - Not Started		Halliburton, Everol (leader) 26 users	Total Cost: £0.00
Project Description	Involving communities through partnership working with parents, carers, agencies, schools and learners				
Project Source	Report: TBAP 2020 Vision - Partnership Working with Communities				
Success Criterion	Working protocols and agreements place				2
Success Criterion	Group activités published and available for review				2
Success Criterion	Community Working Team reports regularly to Trust board				2
Success Criterion	At least 4 joint programmes has been realised				2
Success Criterion	Working groups feed directly through TBAP staff in to the development of Children Services in thier local area.				1

SDP Project	Objective	Activities		Project Team	Resources & Costs
7. Using External Agencies	Linked agencies and agents are routinely	• Create an evaluation proforma to be completed at the conclusion of planned partnership working		Augustine, Peter (leader) 26 users	Total Cost: £0.00

Due By: 17/07/2020	reviewed and updated in SIMS.net at all TBAP schools & services. Meetings and outcomes are routinely analysed and reported on by SSMs as part of a published cycle	07/07/2015 - 15/07/2016 - Not Started • Raise parental engagement and awareness of academy working by publishing details of partnership working and the outcomes 07/07/2015 - 15/07/2016 - Not Started • Investigate the possibility of colocating external agency staff (e.g. YOT and CAMHS) with TBAP employees 07/07/2015 - 15/07/2016 - Started		
Project Description	Effective working with external partner agencies in order to support learners in removing social, mental health and emotional barriers to their learning, in order that they make, or surpass, expected levels of progress.			
Project Source	Report: TBAP 2020 Vision - Using External Agencies			
Success Criterion	Partners agency leads have been invited to colocate services where appropriate. TBAP accountability reporting contains routine analysis of any work undertaken		2	
Success Criterion	Evaluations of partnerships with external agency partners (e.g. Police) demonstrate at least 60% satisfaction		3	
Success Criterion	Routine school evaluation (parent questionnaires, PASS data Staff surveys etc) demonstrate that at least 60% of respondents rate the school as Good or better		3	
Success Criterion	A CPD pathway is developed and delivered to build capacity in TBAP Academies and services; at least 5 external agency partners engage successfully in the offer		3	

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8. Apprenticeships and Post 16 Due By: 17/07/2020	A range of local apprenticeship providers deliver opportunities for up to 20% of learners leaving TBAP academies and services post 16	• Each TBAP AP to establish link with apprenticeship coordinator across their perspective boroughs. 07/07/2015 - 07/07/2016 - Not Started • Tracking system to be developed to monitor learners who attend apprenticeship with recorded outcomes of impact. 07/07/2015 - 07/07/2016 - Not Started • Collate data to demonstrate the percentage of learners entering apprenticeships and report on the impact of apprenticeships across the TBAP trust. 07/07/2015 - 07/07/2016 - Not Started	Johnson, Anne -Marie (leader) 26 users	Total Cost: £0.00
Project Description	Providing pathways into the world of work with specialist partners who can successfully meet the unique needs of AP learners			
Project Source	Report: TBAP 2020 Vision - Apprenticeships and Post 16			
Success Criterion	A range of apprenticeship providers are identified in all TBAP locations and pathways are in place and used for at least 1 learner from each school or service		3	
Success Criterion	A TBAP apprenticeship pathway forms part of the offer at each school or service; routine performance data is used to market opportunities to suitable learners		3	
Success Criterion	Post 16 pathways to apprenticeships are established in every school or service where at least 2 learners have completed appropriate accreditation to prepare them for that pathway. A review of performance is completed for every learner after 6 months.		3	

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9. Post 16 Coordination Due By: 17/07/2020	80% of TBAP learners have destinations tracked and published to year 13; 50% to year 16 equivalent.	• Publish learner destinations for every TBAP authority/ location. Establish a routine review after 6 months and 1 year 07/07/2015 - 07/07/2016 - Not Started • Establish a destinations baseline by generating a report to compare learner destinations over a three year period at each TBAP school or service 07/07/2015 - 07/07/2016 - Not Started • Publish comparative findings using baseline data and destinations from 2015-2020 as part of the 'Summary Data Sheet' for each school or service 07/07/2015 - 07/07/2016 - Not Started	Halliburton, Everol (leader) 26 users	Total Cost: £0.00
Project Description	Tracking Learners Post 16 and beyond, developing a holistic and centralised approach			

Project Source	Report: TBAP 2020 Vision - Post 16 Coordination	
Success Criterion	A TBAP CEIAG curriculum is published and delivered from year 9 at every school and service. It is validated using the Careers Quality Mark	2
Success Criterion	TBAP has established links with at least 20 further education, apprenticeship and employment providers. At least one learner from the Trust has engaged with each provider.	2
Success Criterion	At least 1 curriculum intervention has been delivered at each TBAP school or service with partners from the business community	2
Success Criterion	A carefully structured curriculum is delivered in sixth form which enables learners to develop the both the personal skills and confidence to become active and constructive world citizens	2
Success Criterion	A personalised programme of advice and guidance is planned and delivered for every post 16 learner.	2
Success Criterion	An accredited TBAP 'Life Skills' curriculum is published and delivered to every sixth form learner.	2

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10. Transition Due By: 17/07/2020	Every TBAP learner has a transition plan in place at the end of each KS. Information is routinely published Trust-wide and shared with families & linked agencies	• TBAP provides on-going support for learners after leaving at 16 and 18 07/07/2015 - 31/07/2020 - Not Started • Parents and carers to be actively involved in the development of transitional plans in all Key Stages 07/07/2015 - 31/07/2020 - Not Started • Transition data at each Keystage Trust wide is collected, analysed to identify trends and areas for improvement / successes to share. 07/07/2015 - 31/07/2020 - Not Started • There is a robust transition policy including re-integration which is reviewed annual 07/07/2015 - 31/07/2016 - Not Started	Stevens, Yasmin (leader) 26 users	Total Cost: £0.00
Project Description	Providing support to learners and their families that routinely delivers reintegration where appropraite whilst planning routes into suitable AP where necessary			
Project Source	Report: TBAP 2020 Vision - Early Support/ Intervention & Young Children			
Success Criterion	There is clear evidence that through partnership working we have improved the pathway progressions post 16	2		
Success Criterion	Parents and carers to be actively involved in the development of Transitional Plans in all Key Stages	3		
Success Criterion	Data is shared effectively internally and with partner agencies to improve the outcomes for learners.	2		
Success Criterion	All Transitional Annual Reviews to include a full and detailed transitional support plan- at all Key Stages	3		
Success Criterion	Transition plans to be integral to EHCP transfers in years 5, 9 and 11.	2		
Success Criterion	Academic mentoring discussions to include a full transitional plan with advice from DOAI and SSM if necessary.	2		
Success Criterion	Mentoring and therapeutic support offered as relevant on a weekly basis to those on the reintegration pathway	2		

SDP Project	Objective	Activities	Project Team	Resources & Costs
11. Early Support/ Intervention & Young Children Due By: 17/07/2020	An annual audit of learners at risk of exclusion is completed in every authority where TBAP operates. Intervention plans are put in place using the TBAP early intervention model and skilled TBAP professionals	• Review and evaluate current intervention process 07/07/2015 - 17/07/2020 - Not Started • Analyse data for EYFS learners across LAs where TBAP is working yearly 07/07/2015 - 17/07/2020 - Not Started • Implement intervention plan which includes action plan, reviews, analysis of behaviour for learning assessments 07/07/2015 - 17/07/2020 - Not Started • Train staff in order to develop their understanding of early years learners 07/07/2015 - 17/07/2020 - Not Started • Staff to work with early years providers to gain a better understanding of the needs of early years learners 07/07/2015 - 17/07/2020 - Not Started • Analyse behaviour for learning data in order to	Saunders, Nia (leader) 26 users	Total Cost: £0.00

		identify trends 07/07/2015 - 17/07/2020 - Not Started		
Project Description	Implementing early intervention programmes for vulnerable EYFS learners with social, emotional and mental health needs. Improving communication across services and schools in order to impact positively on the outcomes for these learners.			
Project Source	Report: TBAP 2020 Vision - Early Support/ Intervention & Young Children			
Success Criterion	A reduction in exclusions and increased engagement			1
Success Criterion	The review and evaluation of interventions show that staff are taking active responsibility in promoting and challenging inequalities			1
Success Criterion	Work in partnership with schools and other agencies to enhance pupil's learning and improves outcomes			1

SDP Project	Objective	Activities	Project Team	Resources & Costs
12. Extending Primary Provision Due By: 17/07/2020	The TBAP primary model in place and shared systems and practice support delivery in all TBAP regions	• Primary model defined and shared across TBAP 07/07/2015 - 24/07/2020 - Not Started • Ensure that all staff have a clear understanding about their roles and responsibilities 07/07/2015 - 07/07/2020 - Not Started • Develop and implement system using SIMS to track pupil progress and behaviour for learning 07/07/2015 - 07/07/2020 - Not Started • School evaluation calendar implemented which includes formal, informal observations, leverage leadership, pupil tracking, work scrutiny and views of stakeholders 07/07/2015 - 07/07/2020 - Not Started • CPD programme published and implemented for all staff and addresses primary curriculum, assessment, behaviour for learning 07/07/2015 - 07/07/2020 - Not Started • Assessment criteria is shared, moderated and validated across schools and with mainstream 07/07/2015 - 07/07/2020 - Not Started • Policies implemented consistently across primary provisions 07/07/2015 - 07/07/2020 - Not Started • Induction process implemented for primary learners 07/07/2015 - 07/07/2020 - Not Started • Reintegration process evaluated and developed across provisions 07/07/2015 - 07/07/2020 - Not Started	Packer, Janet (leader) 26 users	Total Cost: £0.00
Project Description	To extend the primary provision across TBAP by building on the systems, structures and practice at the Courtyard AP Academy			
Project Source	Report: TBAP 2020 Vision - Extending Primary Provision			
Success Criterion	External and internal reviews show that by 2020 leadership and management is outstanding across primary provisions			1
Success Criterion	The quality of teaching and learning is 100% good to outstanding.			1
Success Criterion	Leadership has a significant impact on the development of staff which impacts on the attainment, quality of teaching and behaviour for learning of all learners. Performance management improves outcomes for learners and supports school improvement			2
Success Criterion	Monitoring and evaluation of the development plan shows that it reflects high expectations of staff and learners and inspires staff to be an outstanding school			1
Success Criterion	1.A robust, rigorous and accurate evaluation process is in place 2.Evaluation criteria are consistently used to make judgments on attainment, teaching and learning, behaviour and safety, leadership and management 3.Evaluation of attainment and achievement data show that outcomes for vulnerable learners improve over time			1
Success Criterion	Initiatives are regularly reviewed and evaluated and improve the quality of learning and progress over and above what is expected for the learners age			2

SDP Project	Objective	Activities	Project Team	Resources & Costs

13. Therapeutic Services Due By: 17/07/2020	The TBAP therapeutic team is in place and delivering routine interventions across Trust schools and to partner schools across TBAP regions	• Appoint TBAP Leader of Therapeutic Services. 13/07/2015 - 01/09/2015 - Not Started • Appoint TBAP Speech and Language Therapist. 13/07/2015 - 01/09/2015 - Not Started • Update SLA re: delivering to partner schools. 13/07/2015 - 18/12/2015 - Not Started	Rogerson, Rita (leader) 26 users	Total Cost: £0.00
Project Description	To identify at Induction learners whose emotional and mental health are impacting negatively on their learning and to put in place appropriate in-house therapeutic support, in order to remove the barriers to their learning.			
Project Source	Report: TBAP 2020 Vision - Therapeutic Services			
Success Criterion	An induction process is in place for new learners at all sites across the network, which informs them of the support systems available to them			1
Success Criterion	The promotion of emotional. health and wellbeing for all learners in explicitly addressed in all relevant school policies			1
Success Criterion	Supporting emotional health and wellbeing is clearly addressed and considered at a strategic level of school planning and leadership			1
Success Criterion	Clear systems are in place to record and routinely evaluate the deployment of school resources to meet the identified needs of individual, and targeted groups, of learners			1
Success Criterion	Successful appointment and appointed Lead monitoring therapeutic provision across TBAP.			2
Success Criterion	Successful appointment and SLCN support in place for TBAP learners.			3
Success Criterion	SLA updated and work with partner schools has started by Jan 2016.			2

SDP Project	Objective	Activities	Project Team	Resources & Costs
14. Bespoke Learning Environments Due By: 17/07/2020	To ensure all learning environments are fit for purpose and reflect the latest building design and education pedagogy. All TBAP provision should be delivered in bespoke 21st century facilities.	• Publish an audit end to end environmental sustainability and well-being in every aspect of educational transition and delivery; feed this into the design plans for TBPA Academy premises 13/07/2015 - 13/07/2020 - Not Started • Invite former learners to engage in the decision making framework around 'Designing Success for Ourselves'. 13/07/2015 - 07/07/2016 - Not Started • Parents, carers and learners are given the opportunity to contribute to environmental planning and facilities management 13/07/2015 - 17/07/2017 - Not Started	Muir, Mario (leader) 26 users	Total Cost: £0.00
Project Description	To ensure all learning environments are fit for purpose and reflect the latest building design and education pedagogy. All TBAP provision should be delivered in bespoke 21st century facilities.			
Project Source	Report: TBAP 2020 Vision - Bespoke Learning Environments			
Success Criterion	All TBAP sites have fit-for purpose learning and social environments. Staff have a good understanding of routine health and safety proceedures			2
Success Criterion	Systems are in place to effectively report and remedy damage and poor maintenance, across all TBAP sites			1
Success Criterion	A TBAP-wide learner platform is established within Years 10 and 11 which allows their voice to be fed directly into planned SLT meetings			3
Success Criterion	All sites have a system in place for checking the state of toilet facilities through the school day, and remedying any issues			2
Success Criterion	All sites have outdoor spaces made available to the learners which provide safe and stimulating areas for play and learning			1

SDP Project	Objective	Activities	Project Team	Resources & Costs
15. TBAP Residence Due By: 17/07/2020	Providing a high quality short to medium term residential experience for learners on the edge of care.	• To develop the systems, processes and TBAP approach to providing short term care which successfully navigates the pathway between care and education to make a quantifiable difference to our most vulnerable young people 07/07/2015 - 31/08/2016 - Not Started • To develop a sustainable funding model for the	Crawley-Lyons, Nathan (leader) 26 users	Total Cost: £0.00

		residence that can be used with all our local authority commissioners 07/07/2015 - 31/03/2016 - Not Started • Develop residential care expertise which can be used across the trust to further evolve the TBAP model. 07/07/2015 - 31/07/2016 - Not Started		
Project Description	Providing a high quality short to medium term residential experience for learners on the edge of care.			
Project Source	Report: TBAP 2020 Vision - TBAP Residence			
Success Criterion	A curriculum is in place to support the development of skills in self-management and self advocacy. A clear set of systems and processes to measure the impact and efficacy of the program are embedded			2
Success Criterion	CPD pathways are in place to ensure that key staff can develop the skills and expertise required to work with targeted individuals and groups			1
Success Criterion	The TBAP residence way is a costed approach that consistently considers value money to ensure that it meets the needs of learners within an agreed funding envelope that justifiable to existing cost and possible downstream costs			1

SDP Project	Objective	Activities	Project Team	Resources & Costs
16. TBAP Curriculum Due By: 17/07/2020	The TBAP curiculum offer is published and in place. A core offer is enhanced with site specific specialisms that are tailored to meet the needs of identified groups and individuals	• Develop systems for the routine review and development of a core TBAP curriculum, drawing upon feedback from practitioners at all sites 01/09/2016 - 01/01/2018 - Not Started • Key staff from all sites to come together to collaboratively develop a core TBAP curriculum offer 02/09/2016 - 01/09/2017 - Not Started • Provide regular opportunities for collaborative reflection on the core curriculum, and site-specific modifications, for staff across the network 01/09/2017 - 17/07/2020 - Not Started	McClean, Dawn (leader) 26 users	Total Cost: £0.00
Project Description	To provide every learners with a broad and balanced curriculum that is personalised by using teaching resources available at every TBAP academy or service to meet identified need			
Project Source	Report: TBAP 2020 Vision - TBAP Curriculum			
Success Criterion	A core common curriculum is delivered across all sites within the network			1
Success Criterion	A regular cycle of meetings brings staff together across the network to collaboratively reflect upon and further develop both the core curriculum and site-specific specialisms			1

SDP Project	Objective	Activities	Project Team	Resources & Costs
17. TBAP English Due By: 17/07/2020	TBAP English curriculum is published; collaborative planning and delivery protocols demonstrate good or better outcomes in all TBAP academies and services. Evaluations from TSA partners demonstrate 90%+ satisfaction	• All sites to contribute to the collaborative creation of a shared curriculum which takes into account progression towards new GCSE course requirements. QA of planning to across all sites to be undertaken. 07/07/2015 - 17/07/2020 - Not Started • All sites to use the TBAP Way templates in classroom delivery. 07/07/2015 - 15/07/2016 - Not Started • All English staff to contribute to completion of termly English RSDS and review progress to inform planning. (A termly narrative summary to be produced with action points.) 07/07/2015 - 15/07/2016 - Not Started • Work scrutiny and moderation to be consistently undertaken both within subject areas and across all sites three times a year at network meetings. 07/07/2015 - 14/07/2017 - Not Started	Wismayer, Natalie (leader) 26 users	Regular face to face network meetings and inter-TBAP support and training opportunities Total Cost: £0.00
Project Description	Enabling all TBAP learners to experience a high quality English curriculum with colleagues and learners from partner schools in and beyond the Trust			
Project Source	Report: TBAP 2020 Vision - TBAP English			
Success Criterion	Learning walks and work scrutiny will evidence that TBAP protocols are being implemented in 85% of lessons.			2

Success Criterion	Outcomes achieved reflect TBAP expectations	1
Success Criterion	A regular cycle of meetings will evidence that monitoring protocols are being used.	2

SDP Project	Objective	Activities	Project Team	Resources & Costs
18. TBAP Maths Due By: 17/07/2020	TBAP maths curriculum is published; collaborative planning and delivery protocols demonstrate good or better outcomes in all TBAP academies and services. Evaluations from TSA partners demonstrate 90%+ satisfaction	• All sites to contribute to the collaborative creation of a shared curriculum which takes into account progression towards new GCSE course requirements. QA of planning across all sites to be undertaken. 07/07/2015 - 01/09/2016 - Not Started • All sites to use the TBAP Way templates in classroom delivery. 07/07/2015 - 01/07/2016 - Not Started • All Maths staff to contribute to completion of termly Math RSDS and review progress to inform planning. (A termly narrative summary to be produced with action points.) 07/07/2015 - 01/09/2016 - Not Started • Work scrutiny and moderation to be consistently undertaken both within subject areas and across all sites three times a year at network meetings. 07/07/2015 - 01/09/2016 - Not Started	McClean, Dawn (leader) 26 users	Total Cost: £0.00
Project Description	Enabling all TBAP learners to experience a high quality maths curriculum with colleagues and learners from partner schools in and beyond the Trust			
Project Source	Report: TBAP 2020 Vision - TBAP Maths			
Success Criterion	Learning walks, work scrutiny and lesson observation data will evidence that TBAP protocols are being implemented in 85% of lessons	2		
Success Criterion	A regular cycle of Department and TBAP Network meetings will evidence that monitoring protocols are being used across all TBAP sites.	2		
Success Criterion	Outcomes in this area exceed TBAP annual expectations	1		

SDP Project	Objective	Activities	Project Team	Resources & Costs
19. TBAP Science Due By: 17/07/2020	TBAP science curriculum is published; collaborative planning and delivery protocols demonstrate good or better outcomes in all TBAP academies and services. Evaluations from TSA partners demonstrate 90%+ satisfaction	• Make links with external institutions to ensure that pupils have access to STEM career and educational opportunities. 07/07/2015 - 04/01/2016 - Not Started • Work experience placements in STEM fields and vocations to be increased. 07/07/2015 - 17/07/2017 - Not Started • Work closely with Maths departments to share numeracy content. Science departments to cover key numeracy skills by the end of each academic year. 07/07/2015 - 20/06/2016 - Not Started • Science classrooms are fit for purpose in all TBAP sites. 07/07/2015 - 02/01/2017 - Not Started • TBAP Science Network to share resources and planning. Moderation and planning sessions to be in the calendar. 07/07/2015 - 25/07/2016 - Not Started	Islam, Nasrin (leader) 26 users	Total Cost: £0.00
Project Description	Enabling all TBAP learners to experience a high quality science curriculum with colleagues and learners from partner schools in and beyond the Trust			
Project Source	Report: TBAP 2020 Vision - TBAP Science			
Success Criterion	The Science curriculum meets statutory requirements for all learners and is personalised to meet the needs of every learner Attendance data from Science departments in all TBAP Schools will show a year on year increase	3		
Success Criterion	The TBAP TSA offer contains a science pedagogy pathway that is completed by at least one teacher at each academy or service	2		

SDP Project	Objective	Activities	Project Team	Resources & Costs
20. TBAP ICT Due By: 17/07/2020	TBAP ICT curriculum is published; collaborative planning and delivery protocols demonstrate good or better outcomes in all TBAP academies and services. Evaluations from TSA partners demonstrate 90%+ satisfaction	• Review of ICT curriculum undertaken in line with GCSE changes. 07/07/2015 - 07/07/2016 - Not Started • TBAP Online resources published for use by learners at each academy or service 07/07/2015 - 01/10/2015 - Not Started • TBAP way curriculum delivery protocols put in place 07/07/2015 - 11/12/2015 - Not Started • Resource pack developed for TSA partners to enable sharing of TBAP systems 07/07/2015 - 18/03/2016 - Not Started	Bailey, Andre (leader) 26 users	Total Cost: £0.00
Project Description	Enabling all TBAP learners to experience a high quality ICT curriculum with colleagues and learners from partner schools in and beyond the Trust			
Project Source	Report: TBAP 2020 Vision - TBAP ICT			
Success Criterion	Learning walks and work scrutiny will evidence that TBAP protocols are being implemented in 85% of lessons.			1

SDP Project	Objective	Activities	Project Team	Resources & Costs
21. TBAP Sport Due By: 17/07/2020	TBAP PE curriculum is published; collaborative planning and delivery protocols demonstrate good or better outcomes in all TBAP academies and services. Evaluations from TSA partners demonstrate 90%+ satisfaction	• Schedule of Departmental network meetings ensure collaborative input into curriculum review and development plans. 07/07/2015 - 07/07/2016 - Not Started • Regular evaluation of programme content and delivery by learners and teachers continually seek to maintain good to outstanding standards. 07/07/2015 - 07/07/2016 - Not Started • Minutes of meeting are regularly shared across the network to promote and highlight good to outstanding practice. 07/07/2015 - 07/07/2016 - Not Started • 1 member of staff to be identified from each TBAP Academy to follow the TSA PE pathway 07/07/2015 - 01/09/2016 - Not Started	McClean, Dawn (leader) 26 users	Total Cost: £0.00
Project Description	Enabling all TBAP learners to experience the highest quality physical education through the curriculum and extended services; working in a cross-curricular way and with colleagues/ learners from partner schools. Routinely linking PE experiences to the world of work			
Project Source	Report: TBAP 2020 Vision - TBAP Sport			
Success Criterion	A Policy and curriculum document is produced which highlights strategic direction and development of the curriculum area which has been reviewed and agreed by related Board member Attendance data from each AP Academy shows a year on year increase in PE lessons			2
Success Criterion	Performance management scrutiny ensures staff are adequately qualified with clear pathways for increased accreditation opportunities relating to physical activity delivery The TBAP TSA offer contains a PE pedagogy pathway that is completed by at least one teacher at each academy or service			2

SDP Project	Objective	Activities	Project Team	Resources & Costs
22. TBAP Music Due By: 17/07/2020	TBAP music curriculum is published; collaborative planning and delivery protocols demonstrate good or better outcomes	• TBAP music curriculum is written and published. 07/07/2015 - 04/09/2015 - Not Started • TBAP Music Lead to train staff in standard approach. 07/07/2015 - 04/09/2015 - Not Started • Routine monitoring of delivery through book scrutiny, learning walks, data etc. 07/07/2015 - 15/07/2016 - Not Started	Rogerson, Rita (leader) 26 users	Total Cost: £0.00

	in all TBAP academies and services. Evaluations from TSA partners demonstrate 90%+ satisfaction	• Partnerships are developed with agencies and services to enhance the music curriculum 07/07/2015 - 07/07/2020 - Not Started • Evaluation process in place to get feedback from all stakeholders 07/07/2015 - 07/07/2016 - Not Started • Outcomes clearly defined with all partnerships groups so that progress can be measured 07/07/2015 - 07/07/2016 - Not Started		

Project Description	Enabling all TBAP learners to experience the highest quality music education through the curriculum and extended services; working in a cross-curricular way and with colleagues/ learners from partner schools. Routinely linking music experiences to the world of work
Project Source	Report: TBAP 2020 Vision - TBAP Music

Success Criterion	Monitoring of the music programme and activities show that links and partnership with other agencies and services enrich and enhance the music curriculum. Evaluation of the additional activities shows that learners knowledge, understanding and skills are developed and improved.	1
Success Criterion	Monitoring of the curriculum shows that it personalised and reflects the ethnic and culture backgrounds of learners	1
Success Criterion	Links and partnerships with other organisations has a significant impact on the attainment and achievement of learners The TBAP TSA offer contains a Music pedagogy pathway that is completed by at least one teacher at each academy or service	1
Success Criterion	Monitoring of a coherent programme of music events and activities enhances learners experiences and promotes high achievement	1

SDP Project	Objective	Activities	Project Team	Resources & Costs
23. TBAP Drama Due By: 17/07/2020	TBAP drama curriculum is published; collaborative planning and delivery protocols demonstrate good or better outcomes in all TBAP academies and services. Evaluations from TSA partners demonstrate 90%+ satisfaction	• TBAP Drama curriculum is written, validated and published. 07/07/2015 - 04/09/2015 - Not Started • Monitoring by book scrutiny, learning walks, data analysis. 07/07/2015 - 15/07/2016 - Not Started • Successful delivery established through staff training across TBAP. 07/07/2015 - 04/09/2015 - Not Started	Rogerson, Rita (leader) 26 users	Total Cost: £0.00

Project Description	Enabling all TBAP learners to experience the highest quality drama through the curriculum and extended services; working in a cross-curricular way and with colleagues/ learners from partner schools. Routinely linking drama experiences to the world of work
Project Source	Report: TBAP 2020 Vision - TBAP Drama

Success Criterion	Monitoring and evaluation of the curriculum shows that the arts contributes to other areas of the curriculum The formal drama curriculum and extra curricular activities extend learners knowledge and understanding and improve their skills	1
Success Criterion	Monitoring and evaluation of the drama curriculum show that learners develop and make progress in their self-expression, spiritual, moral, cultural values, imagination, creativity and teamwork.	1
Success Criterion	Partnership with agencies and services has a significant impact on learners' achievement and attainment	1
Success Criterion	The TBAP TSA offer contains a Drama pedagogy pathway that is completed by at least one teacher at each academy or service	1
Success Criterion	Monitoring and evaluation of all activities who that they reflect and represent the ethnic and cultural diversity of all learners.	1
Success Criterion	90% of TSA partners will report 90%+ satisfaction.	2

SDP Project	Objective	Activities	Project Team	Resources & Costs
24. TBAP Food Technology Due By: 17/07/2020	TBAP food technology curriculum is published; collaborative planning and delivery protocols demonstrate good or better outcomes in all TBAP academies and services. Evaluations from TSA partners demonstrate 90%+ satisfaction	• TBAP Healthy Schools Policy developed and written by Food Technology teams. 07/07/2015 - 16/10/2015 - Not Started • Food Technology, PE and PSHE teachers develop and write MTP for cross curricular project. 07/07/2015 - 18/12/2015 - Not Started • TBAP sites actively engage with Parents/ Carers to discuss healthy eating and offer parents cooking sessions. 02/11/2015 - 26/02/2016 - Not Started • TBAP schools deliver cross curricular project. 01/01/2016 - 15/07/2016 - Not Started	Shiyani, Ranjna (leader) 26 users	Total Cost: £0.00

Project Description	Enabling all TBAP learners to develop their practical cooking skills through an innovative curriculum design; working in a cross-curricular way and with colleagues/ learners from partner schools. Routinely linking those skills to the world of work
Project Source	Report: TBAP 2020 Vision - TBAP Food Technology

Success Criterion	80% of Learners in all TBAP schools will leave with at least a Level 1 in Nutrition and Health The TBAP TSA offer contains a Food Technology pedagogy pathway that is completed by at least one teacher at each academy or service	1
Success Criterion	All TBAP schools have delivered at least one cross curricular project per year during PSHE, PE and Food Tech on body image and self esteem	3
Success Criterion	TBAP survey of learner's eating habits shows that at least 80% are choosing a healthy option a regular basis There will be a Breakfast Club at each TBAP Academy offering a healthy choice of food and drink	3

SDP Project	Objective	Activities	Project Team	Resources & Costs
25. TBAP Resistant Materials Due By: 17/07/2020	TBAP resistant materials curriculum is published; collaborative planning and delivery protocols demonstrate good or better outcomes in all TBAP academies and services. Evaluations from TSA partners demonstrate 90%+ satisfaction	• Collaborative planning takes place between all TBAP sites 07/07/2015 - 02/05/2016 - Not Started • QA of individual sites planning 07/07/2015 - 01/04/2016 - Not Started • Network meetings to follow Fixed Agenda 07/07/2015 - 14/10/2015 - Not Started • E Lockers to be on the Fixed Agenda 07/07/2015 - 17/09/2015 - Not Started • Lead RM teacher at each site to undertake relevant CPD 07/07/2015 - 04/07/2020 - Not Started	Burton, Andrew (leader) 26 users	Total Cost: £0.00

Project Description	Enabling all TBAP learners to develop their practical/ 'making' skills through an innovative curriculum design; working in a cross-curricular way and with colleagues/ learners from partner schools. Routinely linking those skills to the world of work
Project Source	Report: TBAP 2020 Vision - TBAP Resistant Materials

Success Criterion	Quality assurance of planning shows that ICT forms a key part of the Resistant Materials curriculum Literacy and numeracy opportunities explicit in all MTPs At least 80% of Lesson observations/learning walks highlight ICT, literacy and numeracy teaching	2
Success Criterion	80% or more of lesson observations show consistently good or better outcomes The TBAP TSA offer contains an RM pedagogy pathway that is completed by at least one teacher at each academy or service	1
Success Criterion	The resistant materials area of E Lockers is populated with a range of personalised learning materials Work Scrutiny shows that 'Next Steps' feedback is evidenced on all learner work	1
Success Criterion	Next Steps feedback informs future learning and shapes progress TBAP Resistant Materials area of E lockers contains inspiring and motivating resources which encourage personalised learning	2

Success Criterion	TBAP Resistant Materials achievement regularly meets or exceeds TBAP targets of 85:20	1

SDP Project	Objective	Activities	Project Team	Resources & Costs
26. Use of Outside Spaces Due By: 17/07/2020	TBAP Outdoor learning map in published an in place. Every learner experiences at least 3 outdoor curriculum activities every year	• TBAP schools audit existing Outdoor Learning spaces and their use. 07/07/2015 - 16/10/2015 - Not Started • Schools review current curriculum and identify opportunities for outdoor learning. 07/07/2015 - 16/10/2015 - Not Started • Schools ensure learners have at least 3 opportunities for Outdoor Learning 07/07/2015 - 15/07/2016 - Not Started • Data collected on learners and Out Door learning activities, case studies written to capture impact. 07/07/2015 - 15/07/2016 - Not Started	Shiyani, Ranjna (leader) 26 users	Total Cost: £0.00

Project Description	Visually exciting outdoor learning spaces inspire learning and create opportunities for high quality interaction between learners, staff and community users	
Project Source	Report: TBAP 2020 Vision - Use of Outside Spaces	
Success Criterion	All Learners will have opportunities for learning outside the traditional classroom setting	2
Success Criterion	TBAP schools use outdoor spaces to support the curriculum as well as helping learners to develop their emotional intelligence.	2

SDP Project	Objective	Activities	Project Team	Resources & Costs
27. Literacy & Numeracy Deficit Reduction Due By: 17/07/2020	The TBAP literacy/ numeracy leads manages a routine system in which every learner who meets agreed threshold has an intervention plan. At least 70% of learners reach GCSE access threshold	• A range of appropriate interventions to be delivered weekly and progress to be reviewed termly. 07/07/2015 - 15/07/2016 - Not Started • Common framework of marking and annotating work to be used consistently across all sites. 07/07/2015 - 15/07/2016 - Not Started • Learners requiring intervention to be identified and monitored through regular testing. 07/07/2015 - 15/07/2016 - Not Started • Literacy co-ordinator post to be developed at each site 07/07/2015 - 30/03/2018 - Not Started • LSPs to sign up to appropriate training via the TSA 07/07/2015 - 30/09/2015 - Not Started	Wismayer, Natalie (leader) 26 users	Staff training on software packages. Purchase of appropriate software packages. Total Cost: £0.00

Project Description	Establishing literacy and numeracy as central components of the TBAP SEN intervention programme and as a routine part of lessons in every area of the Trust	
Project Source	Report: TBAP 2020 Vision - Literacy & Numeracy Deficit Reduction	
Success Criterion	Reading ages of learners at all TBAP Academies to rise by at least one chronological year over the course of the intervention for 85% of learners. 85%of learners in all TBAP Academies will have achieved competency grade on appropriate Manga units.	3
Success Criterion	All teachers at each AP Academy has participated in at least one literacy initiative. All LSP's at each AP Academy have been trained to deliver effective interventions. Evidence from formal observations shows that explicitly taught literacy and numeracy skills are evident in at least 85% of lessons.	2
Success Criterion	There will be a Literacy and numeracy lead in post at each TBAP School who will work under the TBAP co-ordinator	1
Success Criterion	GCSE results will evidence 85% A-G and 20% A-C attainment across all TBAP schools	2

SDP Project	Objective	Activities	Project Team	Resources & Costs
28. Sex & Relationship Education Due By: 17/07/2020	TBAP SRE Curriculum is established and routinely delivered across the Trust by accredited staff	• TBAP MTPs and LTPs are written and uploaded to system and made available to staff across TBAP 07/07/2015 - 27/11/2015 - Not Started • Source and identify outside providers to supplement delivery of the curriculum 14/09/2015 - 25/09/2015 - Not Started • Identify staff to confidently deliver across TBAP	Berry, Monique (leader) 26 users	Total Cost: £0.00

	18/09/2015 - 30/09/2015 - Not Started
	• Ensure process is in place to QA content and delivery. MB to organise meetings with those responsible for delivery across TBAP
	05/10/2015 - 30/10/2015 - Not Started
	• Monitor and review annually
	01/07/2016 - 01/07/2020 - Not Started

Project Description	Giving learners the opportunities and confidence to access and engage with a curriculum that is focused around their needs.
Project Source	Report: TBAP 2020 Vision - Sex & Relationship Education
Success Criterion	Learners are confident in discussing issues around SRE within lesson.	1
Success Criterion	Learners are confident that their views are understood and are compatible with their own belief systems	1
Success Criterion	Learners are confident working in groups and feel able to express their views without fear of ridicule.	1
Success Criterion	The school SRE programme shows clear progression, which builds on prior learning and understanding of the issues around SRE. Learners become increasingly aware of the risks involved in sexual relationships without proper guidance. Parents and carers are aware of their responsibility also.	1

SDP Project	Objective	Activities	Project Team	Resources & Costs
29. Learner Passions & Interests Due By: 17/07/2020	At least two co-created curriculum experiences are delivered annually at each TBAP academy or service	• Time frames for co-creation learning identified explicitly in LTP's 07/07/2015 - 01/09/2016 - Not Started • Staff trained in co-creation educational approaches 07/07/2015 - 01/09/2016 - Not Started • Appropriate curriculum areas and opportunities for co-creation identified 07/07/2015 - 01/09/2016 - Not Started • Leaders of co-created education identified at each site 01/09/2015 - 01/09/2016 - Not Started	Dixon, Gemma (leader) 26 users	Total Cost: £0.00

Project Description	Expanding horizons: uncovering learners' hidden interests by providing opportunities to co-create curriculum experiences	
Project Source	Report: TBAP 2020 Vision - Learner Passions & Interests	
Success Criterion	Long term planning at each site clearly identifies opportunities for co-creative learning, and provides a framework to support such	1
Success Criterion	Planning at all sites explicitly provides a forum for student voice in the planning, review and development of co-creative learning	1

SDP Project	Objective	Activities	Project Team	Resources & Costs
30. Emotional Literacy & Intelligence Due By: 17/07/2020	Emotional intelligence curriculum in place at all TBAP academies and services. Parental support protocols in place as a component of TBAP Therapeutic offer	• All school policies and systems are audited to ensure that they support optimal mental health and emotional resilience for learners and staff alike 07/07/2015 - 01/09/2016 - Not Started • Mental health and emotional intelligence education is developed and embedded into the curriculum at all sites 07/07/2015 - 01/10/2016 - Not Started • School pastoral systems support young people and their families in developing emotional intelligence and resilience 07/07/2015 - 01/09/2017 - Not Started • Opportunities are provided for parents to become more aware of their own emotional intelligence and the impact on their children 07/07/2015 - 07/07/2020 - Not Started	Dixon, Gemma (leader) 26 users	Total Cost: £0.00

Project Description	Establishing emotional wellbeing as a key component of the TBAP offer and providng routine opportunities for stakeholders (including parent/ carers) to develop emotional resilience	
Project Source	Report: TBAP 2020 Vision - Emotional Literacy & Intelligence	
Success Criterion	Policies across TBAP explicitly support the development and maintenance of good mental health and emotional resilience for both learners and staff	1
Success Criterion	Aspects of supporting good emotional health for all members of the school community are explicitly addressed as part of the TBAP school review and development cycle	1

Success Criterion	School systems are in place to effectively identify and support learners who are 'at risk' with regard to poor emotional health	1
Success Criterion	Pastoral systems explicitly encompass family in regard to the therapeutic offer at all sites	1

SDP Project	Objective	Activities	Project Team	Resources & Costs
31. Use of Mobile Technology Due By: 17/07/2020	Routine planning delivers opportunities for online learning through eLockers. Learning walk data demonstrates that 55% of observed lessons contain an online element for completion in or out of the lesson	• Planning meeting to take place with key stakeholders from each TBAP academy 07/07/2015 - 22/10/2015 - Not Started • Finance meeting to take place to ensure correct amount of devices can be ordered 07/07/2015 - 15/10/2015 - Not Started • CPD events to take place across TBAP as part of TSA offer 07/07/2015 - 01/07/2016 - Not Started • Planning and scoping document is shared with key stakeholders at each TBAP Academy 07/09/2015 - 30/09/2015 - Not Started	Burton, Andrew (leader) 26 users	Total Cost: £0.00

Project Description	Developing new ways of working with our young learners in 21st Century learning environments. Development of a TBAP Online offer across all TBAP sites that form part of routine planned delivery	
Project Source	Report: TBAP 2020 Vision - Use of Mobile Technology	
Success Criterion	The TBAP TSA offer contains an E confidence pedagogy pathway that is completed by at least one teacher at each academy or service	3
Success Criterion	Reading ages every year for every learner in all TBAP schools will improve by at least 1 year	2
Success Criterion	Feedback on work in E Lockers will be instantly available and have 'next steps' marking to ensure excellent progress There will be a variety of work available in E Lockers for each subject area such as video clips, interactive resources and web based activities	3
Success Criterion	The TBAP TSA offer contains an E learning pedagogy pathway that is completed by at least one teacher at each academy or service At least 1 teacher/LSP from each AP Academy will have delivered at least 1 internal/external CPD session on e Learning	3
Success Criterion	All stakeholders across TBAP, from LSPs, teachers, business support professionals to learners and governors will have an area on E Lockers linked to improving outcomes for young people	3
Success Criterion	All TBAP AP academies will be delivering TBAP Online Every learner in all TBAP Academies will have access to a handheld device	2

SDP Project	Objective	Activities	Project Team	Resources & Costs
32. Challenging Extremism Due By: 17/07/2020	A TBAP 'Challenging Extremisim' curriculum is in place and delivered in every academy and service	• Annual Workshop to Raise Awareness of Prevent (WRAP) training is delivered across the Trust 07/07/2015 - 07/07/2016 - Not Started • A Challenging Extremism curriculum exist which permeates a range of curriculum subjects or timetabled activities e.g. PSHE, tutorials. 07/07/2015 - 07/07/2016 - Not Started • Each school is able to adapt and develop programme of activity according to local need and partner services available. 07/07/2015 - 07/07/2016 - Not Started	Halliburton, Everol (leader) 26 users	Total Cost: £0.00

Project Description	Providing curriculum experiences that challenge hateful and extreme behaviour and argument, in favour of tolerance and the rule of law alongside a promotion of modern British values	
Project Source	Report: TBAP 2020 Vision - Challenging Extremism	
Success Criterion	Evaluation of the safeguarding policy, specifically extremism and radicalisation shows that the statutory guidance is met across all schools and there are effective systems and processes in place	2
Success Criterion	Part of the annual policy review cycle includes discussion and collaborative evaluation with external partners such as Prevent	2
Success Criterion	Teachers and learners are able to identify and articulate common themes related to challenging extreme or radicalised views and the structures for reporting and supporting.	2

Success Criterion	Learners are able to engage in activities which promote the celebration of other cultures, religions, ethnicities and other forms of minority group discriminatory practices.	2

SDP Project	Objective	Activities	Project Team	Resources & Costs
33. Developing Entrepreneurial Talent Due By: 17/07/2020	Planned teaching experiences provide an opportunity, at least annually, for learners to explore entrepreneurial ideas and present them to external partners	• Research PiXL Edge and sign up 07/07/2015 - 30/09/2015 - Not Started • Develop the business studies offer across all TBAP Academies 07/07/2015 - 30/09/2017 - Not Started • Entreprenurial Activity to be added to the Fixed Agenda for Subject Leaders Meetings 07/07/2015 - 30/09/2015 - Not Started • Section of MTPs to be amended to include description of entrepreneurial activity 07/07/2015 - 30/09/2015 - Not Started • Learner council from BAPA to be modelled for all other TBAP Schools - meeting setup by BAPA lead 13/08/2015 - 22/07/2016 - Not Started	Burton, Andrew (leader) 26 users	Total Cost: £0.00

Project Description	Designing mechanisms to identify and cultivate entrepreneurial talent in learners by providing them with relevant and exciting opportunities	
Project Source	Report: TBAP 2020 Vision - Developing Entrepreneurial Talent	
Success Criterion	A Learner council will exist in all TBAP academies Learners will be part of the interview and recruitment process in all TBAP Academies All learners will have taken part in at least 2 entrepreneurial activities during their time at TBAP	1
Success Criterion	All TBAP Schools will have links with at least 2 local companies Quality Assurance processes will show that all subjects have incorporated enterprise activities into their MTPs	3
Success Criterion	Learning Walks will demonstrate that 80% of lessons have a high level of learner participation	3
Success Criterion	Lesson observations and Learning Walk data shows 80% good or better The TBAP curriculum will offer a wide range of traditional and new subjects which allow learners to flourish and succeed PiXL Edge will have been successfully delivered in all TBAP Academies	2

SDP Project	Objective	Activities	Project Team	Resources & Costs
34. Work Experience Due By: 17/07/2020	Every learner has a planned work experience pathway. 95% are satisfied with the outcome of their experience	• TBAP carers fair where perspective employers will be invited 07/07/2015 - 16/12/2016 - Not Started • Review within TBAP to see which placements can be offered 07/07/2015 - 16/12/2016 - Started • A directory of work experience placements to be developed and shared with all AP academies 07/07/2015 - 15/07/2016 - Not Started	Augustine, Peter (leader) 26 users	Total Cost: £0.00

Project Description	Providing opportunities for young learners to experience the world of work as part of planned development linked to individual interests or aspirations	
Project Source	Report: TBAP 2020 Vision - Work Experience	
Success Criterion	Links established with companies to develop TBAP work experience offer. TBAP work experience coordinator to facilitate work experience to all AP academies.	2
Success Criterion	TBAP work experience coordinator to canvas companies to extend offer TBAP work experience directory to be developed and shared AP academies TBAP to offer in house work experience across the trust	2

SDP Project	Objective	Activities	Project Team	Resources & Costs
35. HR Processes Across TBAP Due By: 17/07/2020	Audit of TBAP HR processes demonstrates that 85% of leadership users are satisfied by systems delivery and 90% of staff feel	• Access to on-line training modules in Safer Recruitment to Level 2 07/07/2015 - 07/09/2015 - Started • Access to on-line provision of DBS clearance process 07/07/2015 - 15/07/2015 - Not Started • Go out to tender for alternative payroll provision and	Gregg, Richard (leader) 26 users	Total Cost: £0.00

	adequately 'supported' by HR processes	(possibly) stand-alone HR system 07/07/2015 - 01/09/2015 - Started • Review all HR policies as part of TBAP annual refresh 07/07/2015 - 17/07/2015 - Started • Launch new induction process for 2015/16 school year. 07/07/2015 - 01/09/2015 - Started • Draft first version of HR Strategy for approval by TBAP Fin & HR Sub-committee 07/07/2015 - 31/08/2015 - Not Started • Safer Recruitment training for SLT - Level 3 and extended SLT - Level 2 Training provider booked and paid for. 08/07/2015 - 07/09/2015 - Started • Audit of Single Central Registers for all TBAP premises 20/07/2015 - 28/08/2015 - Not Started		
Project Description	Running easy to access, simple and accurate HR systems and processes, supported by a professional HR Team.			
Project Source	Report: TBAP 2020 Vision - HR Processes Across TBAP			
Success Criterion	All staff are using Bluewave Swift to record CPD activities. CPD pathways signpost opportunities for all staff, regardless of level and specialism. Commitment to personal development is encouraged and recognised as part of the appraisal process. Coaching and development of staff is an integral part of the role of all managers.		1	
Success Criterion	Alll selection panels include at least one fully trained member. All senior staff members likely to be involved in the selection process have undertaken Safer Recruitment training to at least Level 2 and SLT to Level 3. On line training to Level 2 is available to all relevant staff. Selection process reviewed annually, including analysis of outcome. At least 90% of new recruits pass probationary period.		1	
Success Criterion	All staff are making use of on-line DBS procedures for maintaining status. Single Central Register requirements are being met at each location and are visible centrally. At least one member of every selection panel is trained in Safer Recruitment to at least Level 2. Induction procedures include appropriate checks and relevant TBAP policies and procedures are provided to all staff and are reviewed annually.		1	
Success Criterion	Staff qualifications are appropriate to the role as specified in the job description and selection criteria. Equality and diversity awareness is part of the TBAP culture. Staff work as part of a multi-skilled team. The changing staff profile is monitored and reviewed on an annual basis at Board level.		1	
Success Criterion	HR Strategy is refreshed annually and supported by published minimum standards. HR Manager produces an annual compliance statement reporting on key systems. Organisation invests in a robust HR and payroll system which is fit for purpose. HR policies are relevant to the organisation and form an integral part of its policies and procedures. Workforce plan demonstrably reflects the needs of the business.		1	

SDP Project	Objective	Activities	Project Team	Resources & Costs
36. Operational Effectiveness Due By: 17/07/2020	To record what and how we provide education and learning throughout the trust in order to understand how we can improve, innovate and what we can share internally and externally to ensure maximum benefit is focused at the point of delivery.	• A TBAP Coaching Model is devised based in evidence and research, and all line managers are trained to work towards this model. 07/07/2015 - 17/07/2020 - Not Started • An annual audit of staff needs, leadership skills and development is conducted on a yearly basis. 07/07/2015 - 17/07/2020 - Not Started • High quality Induction takes place for all staff new to TBAP - carried out between HR and TSA. 07/07/2015 - 17/07/2020 - Not Started • All teachers staff are up skilled to be high quality ITT and NQT mentors, all leaders have capacity to coach and mentor other leaders and all areas of Business Development support Apprenticeships. 07/07/2015 - 17/07/2020 - Not Started • TBAP further develops it knowledge capture and	Crawley-Lyons, Nathan (leader) 26 users	Total Cost: £0.00

		management systems ensuring the trust collective learners from individual challenges and successes. 07/07/2015 - 31/07/2016 - Not Started		
Project Description	Reviewing and monitoring what, when and how we do 'things' successfully to reap the benefits of standardising and sharing practice whilst recognising difference as the potential seeds of innovation			
Project Source	Report: TBAP 2020 Vision - Operational Effectiveness			
Success Criterion	There is clear evidence of where teams both locally and across the trust are working collectively to improve effectiveness and ultimately outcomes for learners.	2		
Success Criterion	The 50 and more projects that make up the TBAP Development plan are led by the appropriate member of staff based on expertise, experience and passion to making a difference and driving the trust forward. TBAP leaders and directors actively re-enforce the value of this approach.	1		
Success Criterion	Leaders across the organisation can demonstrate how their practice and TBAP's approach is informed by taking the time to immerse themselves in the successes of others and what has been proved to be effective through robust research.	1		
Success Criterion	Leaders throughout TBAP can evidence how they have ensured all staff are supported to develop what they good by through learning from others	1		
Success Criterion	TBAP has taken the time to understand the outcomes of it self evaluation to know how, where it needs to improve and where the expertise and knowledge is to makes those changes.	2		
Success Criterion	TBAP leadership is focused and accountable for what needs to be done, ensures that proportionate resources are directed and monitored to ensure the desired impact is achieved.	1		
Success Criterion	TBAP directors have systems in place for them to triangulate their impact	1		
Success Criterion	TBAP's approach to evaluation starts with the learner whilst also recognising that we have specific groups of learners whose different needs we ensure are being met. It is clear this is an ongoing process and is regularly revisited.	2		

SDP Project	Objective	Activities	Project Team	Resources & Costs
37. Growing Our Own - TBAP TSA, ITT & School Direct Due By: 17/07/2020	A CPD pathway is in place for every member of staff and is linked to the development objectives of the Trust. Routine quality assurance and success measures demonstrate that more than 90% of staff report satisfaction with their experience	• Recognised as a credible training organisation through achievement of nationally recognised quality marks and approval to deliver national programmes. 07/07/2015 - 17/07/2020 - Not Started • To be a national provider of outstanding teaching and leadership CPD to the AP Sector. To develop outstanding teachers and leaders that change outcomes for learners through the quality of delivery. 07/07/2015 - 14/07/2017 - Not Started • An annual offer of career graded CPD Pathways is in place for all TBAP staff and any interested external participants. 07/07/2015 - 04/09/2015 - Not Started • We are an accredited provider of ITT as a SCITT working with a leading University, we also commit to supporting all colleagues towards gaining an undergraduate degree or MA, or appropriate professional qualification (NVQ, ACCA etc) 07/07/2015 - 01/07/2016 - Not Started • Leadership and talent is grown from within, identified at an early stage and nurtured at all levels. 07/07/2015 - 17/07/2020 - Not Started • A TBAP Coaching Model is established based in research and evidence and is used by all holding a responsibility to coach and mentors ITT, NQTs and new leaders. 07/07/2015 - 14/07/2016 - Not Started • TBAP delivers nationally acclaimed outcomes against the Big 6 Teaching School Areas. 07/07/2015 - 17/07/2020 - Not Started	Hardy, Sarah (leader) 26 users	Total Cost: £0.00
Project Description	A continuing commitment to the development of colleagues at every level of the organisation, built upon capacity that is honed and enhanced from within. A model of system leadership that grows strength amongst an expanding staff team with a long-term commitment to the Trust			
Project Source	Report: TBAP 2020 Vision - Growing Our Own - TBAP TSA, ITT & School Direct			

Success Criterion	Recruitment and talent management is a coordinated event, including TBAP SLT, HR, Finance and TSA.	1
Success Criterion	The TSA ensures the Board is aware of its vision and goals through annual reporting.	1
Success Criterion	A review of Recruitment takes place and a Working Group that includes staff from all areas and aspect sod expertise ensure a high quality process is created and followed for every recruitment to TBAP.	1
Success Criterion	Successful application to deliver NPQSL.	1
Success Criterion	We are a DfE approved SCITT in conjunction with Roehampton University by 2017 ITT intake.	1
Success Criterion	To co deliver an undergraduate Teaching and Learning degree, a MA in Learning and Teaching and AP Leadership with a leading university partner.	1
Success Criterion	Peer Review of our internal CPD through Teacher Development Trust Network, as part of our annual review cycle.	1
Success Criterion	All Heads of School and Service within TBAP hold NPQH or are working towards achieving this. All Senior Leaders within TBAP are working towards NPQSL or an MA in School Leadership.	1
Success Criterion	All staff participate in career graded and relevant CPD experiences to support Performance Management objectives and School Development at, at least 3 events per year.	1
Success Criterion	Recruitment to ITT and Leadership Development posts is strategic, forward planned and responsive to development needs.	1

SDP Project	Objective	Activities	Project Team	Resources & Costs
38. Sharing Resources Due By: 17/07/2020	Detailed audit of staff skills is published using TBAP ICT infrastructure. School-to-school and interschool support is routinely recorded by the TBAP TSA	• A tracking document is established to see where and what support has been given and it is supported by action plans and written notes for every scheduled visit. 08/07/2015 - 04/09/2015 - Not Started • TBAP TSA has at least 15 SLEs in all areas and phases and this is recreated if the National College model is removed. 08/07/2015 - 01/01/2016 - Not Started • TBAP TSA offers NLE and SLE support externally and supports the LA as a commissioning partner for CPD, Reviews and QA. 08/07/2015 - 17/07/2020 - Not Started • Heads of School become Local Leaders of Education, and SLE is seen as key to leadership development within TBAP. 08/07/2015 - 15/07/2016 - Not Started • TBAP TSA hold skills infomation on all staff, including records of qualifications and professional development - an ICT solution allows this to happen on Induction. 08/07/2015 - 17/07/2020 - Not Started • Strategic planning of staffing needs occurs within TBAP SLT and the TSA supports development to ensure that capacity is built to enable S2S work, an that it does not have an impact on operation Academy work. 08/07/2015 - 17/07/2020 - Not Started	Hardy, Sarah (leader) 26 users	Total Cost: £0.00
Project Description	TBAP is committed to sharing resources to deliver great school to school support both within TBAP and in the external education community, through improved networks and identifications of specialist areas and growth of SLEs, LLEs and NLE work.			
Project Source	Report: TBAP 2020 Vision - Sharing Resources			
Success Criterion	Peer Review is part of our process and other TSA members contribute to this and the delivery of the TBAP CPD Programme.	2		
Success Criterion	We become a Teaching School that is Research Rich and Research Led - a SLT lead has responsibility for applying the Teaching School Council toolkit in these areas and embedding links with influential partners to deliver.	1		
Success Criterion	Outcomes are recognised as outstanding.	1		
Success Criterion	Staff Induction includes Skills Audit - this is part of Team TBAP and updated by all on an annual basis - this is the tool used to manage talent within the TSA.	1		

Success Criterion	Recruitment for SLEs ensures all vacancies are full at all times.	1
Success Criterion	All Heads of School and Service, when eligible, became a LLE. All TBAP Academies have SLEs within Leadership Teams.	1
Success Criterion	Succession planning, talent management and capacity building for S2S support are standing items on Head of TSA Line Management meetings and are discussed at least two times per year at TBAP SLT.	1
Success Criterion	Z Drive recording of all S2S support work is completed by all within 7 days of work being actioned/carried out.	1
Success Criterion	S2S work allows all TBAP Academies to be rated as outstanding.	1

SDP Project	Objective	Activities	Project Team	Resources & Costs
39. TBAP Leadership Styles Due By: 17/07/2020	Leadership within TBAP is at all levels, distributed and developed over time. It identifies the need for systems leadership, transformational leadership and change leadership.	• All leaders within TBAP have nationally recognised qualifications in leadership - NPQML, NPQSL, NPQH and or/MA for teachers, LSPs/Wave Leaders - NVQs, SSMs - appropriate additional study in given area, such as Safeguarding or Behaviour and Business Team have appropriate level qualifications in HR, Finance. 08/07/2015 - 17/07/2020 - Not Started • All CPD addresses the idea of leadership being distributed - and at NQT Induction leadership at classroom level is introduced. 08/07/2015 - 14/07/2017 - Not Started • A TBAP Way for leadership is developed and shared. It is based in evidence and research, and recognises and promotes a range of leadership styles. 08/07/2015 - 14/07/2017 - Not Started	Hardy, Sarah (leader) 26 users	Total Cost: £0.00
Project Description	Leadership within TBAP is at all levels, distributed and developed over time. It identifies the need for systems leadership, transformational leadership and change leadership.			
Project Source	Report: TBAP 2020 Vision - TBAP Leadership Styles			
Success Criterion	All leaders have an operational role, but also hold responsibility for strategic and whole school areas.	1		
Success Criterion	Leadership becomes part of the language of Performance Management reviews.	1		
Success Criterion	All leaders experience leadership in other contexts and roles beyond their day to day role, through showing, secondments and professional qualifications. This enables succession planning and talent management to have an impact.	1		
Success Criterion	Great leaders create great outcomes for learners. The TSA enables outstanding leadership development outcomes.	1		
Success Criterion	TBAP leaders support each other and others within an AP context. Solutions to challenges are found within and leaders display emotional resilience at all levels.	1		
Success Criterion	CPD at all levels draws on evidence based practice around leadership styles.	1		
Success Criterion	TBAP has a shadow structure to enable professional development for all. Leadership is recognised as part of every TBAP staff members role and additional payments are not expected for being a leader - we are all TBAP leaders.	1		
Success Criterion	The TBAP TSA works with the Board to ensure that all Big 6 Teaching School Outcomes are of the highest standard and contribute to the goal of being a transformational organisation.	1		
Success Criterion	TBAP TSA delivers leadership development through nationally accredited training and influential partnerships with leading research bodies and universities. Colleagues from TBAP contribute to national policy making and shaping through their additional roles outside of TBAP MAT, as experts in the field of AP.	1		

SDP Project	Objective	Activities	Project Team	Resources & Costs
40. Developing Business Support Professionals Due By: 17/07/2020	Every BSP has a personal development pathway linked to their role and the needs of the Trust; at least 85% confirm satisfaction with	• TBAP TSA includes a career pathway CPD programme to the annual training plan and it is reviewed on an annual basis to reflect changing needs and demands of the role and staff development opportunities. 08/07/2015 - 14/07/2016 - Not Started • BSPs are given career development opportunities, which enables the MAT to train and retain high	Paxton, Debbie (leader) 26 users	Total Cost: £0.00

	their career development opportunities	quality staff. Strategic reviews of roles take place to enable this to happen. 08/07/2015 - 01/09/2017 - Not Started			
Project Description	Development of training needs for all BSP's to ensure continuity of processes across TBAP.				
Project Source	Report: TBAP 2020 Vision - Developing Business Support Professionals				
Success Criterion	CPD training needs recorded through staff appraisals and correct training identified. Potential for taking on new projects is created and development supported. 100% of BSPs take part in TBAP CPD.				1
Success Criterion	Regular 1:1 with staff throughout the year to identify training requirements, such as in house training and regular updating of policies and procedures delivered by outside partners where necessary.				1
Success Criterion	Regular scheduled team meetings to share good practice and develop the skills of all BSPs, minutes are shared with all team members and relevant parties on a termly basis.				1
Success Criterion	Commitment to personal development is encouraged and is highlighted in regular line management meetings, all BSPs have a personal development target on BWS and collect evidence to support meeting this target.				1

SDP Project	Objective	Activities		Project Team	Resources & Costs
41. Staff Wellbeing Due By: 17/07/2020	Attitudinal surveys demonstrate that at least 80% of staff feel well equiped to deal with challenges at work; 90% can describe resources made available by the Trust to improve their wellbeing	• Review absence monitoring processes and update 08/07/2015 - 23/07/2015 - Started • SLT offered training in respect of sickness absence trigger point meetings 08/07/2015 - 31/07/2015 - Started • Establish round of HR on-site "surgeries" to provide additional support pathway for staff 07/09/2015 - 28/01/2016 - Not Started		Gregg, Richard (leader) 26 users	Total Cost: £0.00
Project Description	A staff-led approach to coping with stress, enjoying the workplace and feeling valued is underpinned by improved understanding of emotional wellbeing in every area of the Trust				
Project Source	Report: TBAP 2020 Vision - Staff Wellbeing				
Success Criterion	Staff are aware of the policies relating to special leave covering bereavement, carer responsibilities etc and authorisers are supportive. Beneden provision of free counselling publicised. Investment in local support framework. HR are recognised as having a role in supporting staff through on-site "surgery".				1
Success Criterion	Staff survey shows 100% of staff are satisfied with available support.				1
Success Criterion	Absences are monitored and reported on at local and central management level. Review meetings are held where necessary and result in consideration of appropriate adjustments in the work place and improved attendance. Staff absence levels are at least 10% lower than national rates.				1

SDP Project	Objective	Activities		Project Team	Resources & Costs
42. International Links Due By: 17/07/2020	Annual international visit completed by staff and learners linked to the development requirements of subject teams and the wider Trust	• TBAP schools take part in fundraising activity to raise money for victims of Nepal earthquake. 08/07/2015 - 10/07/2015 - Completed • Cultural festivals are celebrated across TBAP schools once a term. 08/07/2015 - 15/07/2016 - Not Started • Music festivals promoting learners' cultural traditions are run across TBAP schools. 08/07/2015 - 15/07/2016 - Not Started • Designated members of staff across TBAP coordinate and share plans for the delivery of citizenship curriculum. 08/07/2015 - 14/07/2017 - Not Started		Tempany, Angela (leader) 26 users	Total Cost: £0.00
Project Description	To develop TBAP as an international trust, where TBAP staff and learners are global citizens and world-class professionals.				
Project Source	Report: TBAP 2020 Vision - International Links				
Success Criterion	TBAP curriculum across all sites includes multicultural views and promotion of tolerance, this is evident in quality assurance of MTPs.				2
Success Criterion	Learners' cultural traditions are promoted through core and extra-curricular activities.				2

Success Criterion	Citizenship at a local and national level are actively promoted across the curriculum across all TBAP schools.	2
Success Criterion	All TBAP schools have a member of staff responsible for the promotion of citizenship and for ensuring that all staff are trained to deliver a programme for learners.	2
Success Criterion	All TBAP schools deliver the citizenship framework in line with DfE guidance.	2

SDP Project	Objective	Activities	Project Team	Resources & Costs
43. The Use of Data to Drive Improvement & Attainment Due By: 17/07/2020	Synchronized assessment for and of learning across Trust academies and services can be described by every member of staff. They can answer the question 'How do you know?' in relation to learner performance and their personal development aims	• TBAP assessment templates are published in assessment manager 08/07/2015 - 08/11/2015 - Not Started • TBAP RAG cycle is put in place 08/07/2015 - 08/07/2016 - Not Started • All teaching and support staff are trained to locate, review and report on key assessment data through the academic mentoring process 08/07/2015 - 08/07/2016 - Not Started • A 'Current Assessment Picture' publication designed for use with learners in guided learning lessons 08/07/2015 - 08/07/2017 - Not Started	Bailey, Andre (leader) 26 users	Total Cost: £0.00
Project Description	To use high quality and robust data to provide interventions that narrow the gap, raise achievement and aspirations and support all learners through a personalised curriculum, delivering a minimum of 5 GCSEs or their equivalent.			
Project Source	Report: TBAP 2020 Vision - The Use of Data to Drive Improvement & Attainment			
Success Criterion	Progress and RAG assessment mark sheets are completed at every AP Academy in line with the assessment cycle. Routine termly reports confirm that subject and service leads have identified performance risks and are intervening to meet school performance targets.			1
Success Criterion	Learner performance is reported on at all levels though line management and leadership meetings. All academies produce a Pupil Premium audit report and enter the national awards.			1
Success Criterion	Lesson observations and learning walks confirm that at least 80% of teaching results in outstanding learner progress.			1
Success Criterion	All AP academies demonstrate outstanding progress over time. Achievement is in the top 25% for AP nationally .			1
Success Criterion	All PM reflects TBAP annual targets for learner achievement.			1

SDP Project	Objective	Activities	Project Team	Resources & Costs
44. Standardising Classroom Processes Due By: 17/07/2020	The 'TBAP Way' teaching protocols are published for every subject and routine QA is measured by the learning walk at every academy or service. A published cycle of meetings and data review is used to standardise performance across the Trust	• All subject teams develop a TBAP Way template for lesson delivery which is consistently used in all lessons. 08/07/2015 - 15/07/2016 - Not Started • New learning walk and work scrutiny proformas introduced to standardise performance. 08/07/2015 - 15/07/2016 - Not Started	Wismayer, Natalie (leader) 26 users	Training and support in developing resources from internal TBAP staff. Total Cost: £0.00
Project Description	Subject areas deliver protocols that ensure consistency in the structure and delivery of lessons and deliver a quality diet of learning. Agreed routines for internal assessment, data collation and use, as well as reward systems, are quality assured by the middle leadership group			
Project Source	Report: TBAP 2020 Vision - Standardising Classroom Processes			
Success Criterion	Learning walk data and work scrutiny will evidence use of TBAP protocols in 90% of lessons.			2
Success Criterion	Regular curriculum monitoring demonstrates that lessons taught across the TBAP sites are consistently very good or outstanding.			1
Success Criterion	80% of teaching is good or outstanding			2

SDP Project	Objective	Activities	Project Team	Resources & Costs

45. Extending Behaviour Support in Mainstream Primary Due By: 17/07/2020	Highly trained teachers, SLEs and LSPs deliver TBAP behaviour interventions to mainstream partners and secure good or better evaluations in 80% of cases	• Restructure Primary Teams to create 1 lead post overseeing a unified team which works across the boroughs 08/07/2015 - 15/07/2016 - Not Started • Establish a single way of working based around the Behaviour for Learning model with a rigorous system in place to manage data and measure the impact of each intervention 08/07/2015 - 12/02/2016 - Not Started • Ensure ongoing effective CPD for all IT:P staff to ensure the team are kept up to date with any changes to SEN/ educational policy 08/07/2015 - 15/07/2016 - Not Started	Browne, Ruth (leader) 26 users	Total Cost: £0.00
Project Description	Extending our behaviour for learning programme to provide consistent, high quality early intervention support to Primaries across all TBAP regions			
Project Source	Report: TBAP 2020 Vision - Extending Behaviour Support in Mainstream Primary			
Success Criterion	Highly trained staff completing intervention work across partner boroughs ensure Primary schools increase their capacity to manage challenging behaviour & ensure schools are committed to inclusion			1
Success Criterion	Secure networks with schools across the boroughs ensures effective partnership working and multi agency support to meet the needs of all vulnerable students			2
Success Criterion	A cycle of staff (including NQT) training to embed behaviour management strategies in all Primary Schools within the network. Evaluations demonstrate training is valued by mainstream primaries as good or better			1

SDP Project	Objective	Activities	Project Team	Resources & Costs
46. Improving Attendance & Behaviour for Learning Due By: 17/07/2020	TBAP behaviour for learning strategies in place for every learner	• behaviour for learning assessments completed as part of the induction process and termly 08/07/2015 - 08/07/2020 - Not Started • Behaviour for learning assessments analysed and evaluated termly, yearly, 3 years 08/07/2015 - 08/07/2020 - Not Started • Impact of interventions strategies analysed termly and yearly 08/07/2015 - 08/07/2020 - Not Started • CPD on BFL attended by all staff 08/07/2015 - 08/07/2020 - Not Started • Attendance targets set annually for whole school and individual children 08/07/2015 - 08/07/2020 - Not Started • Monitoring of attendance, whole school and indivduals 08/07/2015 - 08/07/2020 - Not Started • parent meetings held to discuss attendance targets and improvement 08/07/2015 - 08/07/2020 - Not Started • links developed with services and agencies that support learners 08/07/2015 - 08/07/2020 - Not Started	Packer, Janet (leader) 26 users	Total Cost: £0.00
Project Description	Behaviour for learning strategies and structures that are put in place to improve attendance and teach explicit learning behaviours. At least 85% overall attendance across TBAP academies.			
Project Source	Report: TBAP 2020 Vision - Improving Attendance & Behaviour for Learning			
Success Criterion	All parents regardless of their cultural, religious and ethnic differences are fully engaged and work in highly effective partnerships which impacts on learners attainment, achievement and well being.			1
Success Criterion	Evaluation of learner questionnaires and interviews show that they have a highly positive relation with them self, that is they want to, and are able to, include themselves in the learning opportunities and relationships on offer in the classroom and school context. They have a positive self-esteem and self-efficacy. Evaluation of behaviour for learning assessments termly show that learners make progress in their relationships with self, others and the curriculum			2
Success Criterion	1.Evaluation of the attendance policy and practice shows that attendance is given a high profile and is an integral part of all aspect of the school. Overall attendance in all AP academies is at least 85%.			2

	2.The attendance of learners who have previously had exceptionally high rates of absence rises quickly towards the national average				
Success Criterion	The schools work together in highly effective partnerships with services and agencies to improve outcomes for learners, this is evident in learners attainment, achievement, personal well being and behaviour which is outstanding.				1

SDP Project	Objective	Activities		Project Team	Resources & Costs
47. Reintegration Due By: 17/07/2020	TBAP reintegration policy is published and in place at all academies and services. Agreed measures demonstrate that at least 90% of engaged learners do not return to TBAP institutions	• New reintegration policy ensures the process is centralised through CSS 08/07/2015 - 15/07/2016 - Not Started • Reintegration programme to be adopted across all Academy sites 08/07/2015 - 15/07/2016 - Not Started • Close monitoring & support procedures are put in place to maximise the chance of success for each reintegrated learner 08/07/2015 - 15/07/2016 - Not Started		Browne, Ruth (leader) 26 users	Total Cost: £0.00
Project Description	To provide a consistent, supportive approach to student reintegration which ensures identified students are well prepared for the transition to mainstream with at least 35% of KS3 learners being reintegrated.				
Project Source	Report: TBAP 2020 Vision - Reintegration				
Success Criterion	TBAPs excellent working relationships with mainstream schools ensures effective partnership working. This results in identified learners being successfully reintegrated & benefitting from on-going support to ensure the placement is successful in the long term. At least 35% of TBAP KS 3 learners are reintegrated				1
Success Criterion	Robust reintegration plans ensure learners are well prepared for the transition to mainstream and reintegration's occur smoothly and supportively.				1
Success Criterion	Multi agency working ensures learners needs are met and support networks effectively support transition.				2
Success Criterion	A bespoke reintegration programme lead by specialist staff ensures learners overcome previous barriers to learning & 90% go onto be successful in a mainstream environment.				1

SDP Project	Objective	Activities		Project Team	Resources & Costs
48. Information Sharing & Collaboration Due By: 17/07/2020	97% of users rate their experience of TBAP information systems and user support as satisfactory or better	• Review current policy and procedures and write guidelines and protocols when gaps are identified. 08/07/2015 - 30/06/2016 - Started • Build a knowledge based system that is accessible off site and on site by all users, saved and stored centrally. 08/07/2015 - 03/06/2016 - Not Started • Audit staff skills to identify ICT expertise and training needs. 08/07/2015 - 27/05/2016 - Not Started • Incorporate user guides, training videos and group sessions into training time for staff throughout the year. Save these centrally for staff access throughout the year. 08/07/2015 - 27/05/2016 - Not Started		Islam, Kamrul (leader) 26 users	Total Cost: £0.00
Project Description	Best practice protocols are used to share and communicate data across the organisation, which are underpinned by routine staff development opportunities to improve the use of the available ICT tools.				
Project Source	Report: TBAP 2020 Vision - Information Sharing & Collaboration				
Success Criterion	A TBAP way is identified for sharing data, and all data sharing follows this format.				2
Success Criterion	All data systems to be accessible on and off site in order to find the information required by the staff or learner.				2
Success Criterion	On going CPD and a knowledge base made available on the TBAP Sharepoint site to allow staff and learners to get help any time and any where.				2
Success Criterion	Create training material such as videos, user manuals and resources within a web hosted site for staff and learners to use. Also identify the skills staff and learners have so that others can approach the skilled individuals for support.				2
Success Criterion	Use questionnaires and staff group discussions about ICT systems currently in place to identify usage.				2

	Use reporting tools to gather data of system usage.	

SDP Project	Objective	Activities	Project Team	Resources & Costs
49. Developing Cognition & Memory Skills Due By: 17/07/2020	A TBAP memory and cognition curriculum is planned and delivered routinely by trained staff following cross-curricular mapping at every key stage	• Provide INSET programme for all staff on meeting and developing Cognition and memory skills 08/07/2015 - 13/11/2015 - Not Started • Use latest research and techniques in developing and supporting cognition and memory skills 08/07/2015 - 20/11/2015 - Not Started • Develop programme across TBAP to identify emerging cognition and memory needs in pupils 08/07/2015 - 01/07/2016 - Not Started • Liaise with Directors of Learning and Directors of Access and Inclusion to identify opportunities in the curriculum to develop Cognition and memory skills 08/07/2015 - 04/12/2015 - Not Started • Systems to assess progress as a result the programme is designed 08/07/2015 - 28/11/2015 - Not Started	Stevens, Yasmin (leader) 26 users	Total Cost: £0.00
Project Description	To develop teachers' understanding of cognition and make opportunities to build and track cognitive skills; using the latest techniques			
Project Source	Report: TBAP 2020 Vision - Developing Cognition & Memory Skills			
Success Criterion	Effective INSET is in place to train key staff to recognise where Cognition and Memory Skills development in our learners are needed.			3
Success Criterion	TBAP Is recognised locally and nationally for its expertise in developing Memory and Cognition skills in learners.			1
Success Criterion	Identifying and addressing Cognition and Memory needs in pupils are part of WAVE leaders' expertise.			3
Success Criterion	The curricula across TBAP incorporates opportunities to help learners to develop a wide range of attributes including Cognition and memory skills.			3
Success Criterion	Clear processes are in place to track and measure the impact of the work of TBAP staff on Memory and Cognition skills.			3

SDP Project	Objective	Activities	Project Team	Resources & Costs
50. Mental Health for Learners Due By: 17/07/2020	50% of staff team have completed specific mental health CPD to enable them to support learners. Intervention data confirms positive behaviour impact in at least 40% of cases	• All LSPs are offered MAST training across TBAP sites 08/07/2015 - 15/07/2016 - Not Started • All TBAP schools take part in research and development that seeks to understand risk taking in young people. 08/07/2015 - 15/07/2016 - Not Started • Each school identifies a lead in mental health issues, who shares latest research findings with all staff in school. 08/07/2015 - 15/07/2016 - Not Started • Training for staff is provided on the mental health need of girls in AP provision. 08/07/2015 - 15/07/2016 - Not Started • All TBAP schools have at least one member of staff trained in the use of Restorative Justice 08/07/2015 - 15/07/2016 - Not Started • Each TBAP school holds a mental health awareness day annually, with a range of activities and services available to all learners and staff. 08/07/2015 - 15/07/2016 - Not Started	27 users	Total Cost: £0.00
Project Description	Implementation of a holistic and high quality intervention support system for learners' mental health, using data to identify need and evaluate impact.			
Project Source	Report: TBAP 2020 Vision - Mental Health for Learners			
Success Criterion	80% of PASS data, parent surveys and staff surveys indicate that all TBAP schools are positive environments that enhance emotional health and well being.			1
Success Criterion	90% of learners report feeling safe in all TBAP schools.			2

	All incidents of bullying are dealt with swiftly, with a through record of response and interventions.	
Success Criterion	Provision mapping for all learners shows that a range of agencies have been employed to meet the learner's wider needs. There is clear evaluation of the effectiveness of multi-agency support.	2
Success Criterion	The language of emotional literacy is known to all learners. 100% of Learner surveys indicate that learners know what help is available to them and are able to access it swiftly.	2

SDP Project	Objective	Activities	Project Team	Resources & Costs
51. Therapy & Creative Arts Due By: 17/07/2020	Creative arts team have personal therapeutic development pathways in place alongside standard CPD pathway; they report on outcomes using TBAP TSA research protocols	• Staff to research professional therapeutic pathways and to discuss at Line Management and department meetings. 08/07/2015 - 08/01/2016 - Not Started • Consider in-house therapeutic training pathways, delivered by current staff. 08/07/2015 - 02/09/2016 - Not Started	Rogerson, Rita (leader) 26 users	Total Cost: £0.00
Project Description	To develop robust links between Therapy and Creative Arts in order that learners can access emotional and mental health support through a medium in which they feel safe, secure and well-supported.			
Project Source	Report: TBAP 2020 Vision - Therapy & Creative Arts			
Success Criterion	TBAP is recognised locally and nationally for its therapy through the creative arts. Referrals on this basis reflect this recognition.	1		
Success Criterion	There is a clear process of analysis of therapeutic need in place to ensure a targeted approach to meet the needs of learners.	1		
Success Criterion	Therapy and Creative Arts have a wider impact on the school in relation to learner participation, working with the external partners and enhancing the aesthetic of the school. This is evidenced by the range of performances and art produced by TBAP learners on a regular basis.	1		
Success Criterion	Minutes of meetings will evidence research and discussions that have taken place.	2		
Success Criterion	Successful appointment of internal teacher/therapist to deliver across TBAP.	2		

SDP Project	Objective	Activities	Project Team	Resources & Costs
52. Managing Complexity Due By: 17/07/2020	A 'one stop' report can be accessed by any member of TBAP staff detailing the knowledge about and intervention for every learner in our care. The report forms the basis of structured conversations with families and professionals	• Initial assessments for all learners include achievement at point of entry, SEN needs and other barriers to learning 08/07/2015 - 15/07/2016 - Started • Learner profiles are shared on sims and include ongoing assessment of needs and multi-agency involvement. Information is available to all staff and parents/carers. 08/07/2015 - 15/07/2016 - Started • Termly structured conversations provide opportunities for parents/carers to share their views on their child's needs. Parent views are recorded on Sims. 08/07/2015 - 15/07/2016 - Not Started • The advice and support of multi agencies are recorded on Sims to ensure that the learner's provision map is coordinated across a range of services. 08/07/2015 - 15/07/2016 - Not Started	Tempany, Angela (leader) 26 users	Total Cost: £0.00
Project Description	We aim to manage the complexity of learners' lives on their behalf by designing the school offer around their needs			
Project Source	Report: TBAP 2020 Vision - Managing Complexity			
Success Criterion	A personalised curriculum for all learners ensures that each learner has their needs met and achieves good outcomes.	2		
Success Criterion	Detailed information on all learners from external agencies is recorded on Sims and available to all staff working with the learners. Information is available and shared with families in their home language.	2		
Success Criterion	Individualised learning plans include the views of learners. Learners are actively involved in monitoring	2		

	their own progress.			
Success Criterion	Inclusion and equality are promoted across all TBAP schools through the use of language, resources and adult support in all lessons. Differentiation ensures that barriers to learning are removed.			2
Success Criterion	All TBAP schools promote equality through the use of teaching resources that recognise diverse culture within the local and wider community.			2

SDP Project	Objective	Activities	Project Team	Resources & Costs
53. LSP Deployment & Assignment Due By: 17/07/2020	Professional development pathways deliver CPD opportunities in line with Trust and LSP need. 95% of LSPs report satisfaction with personal development plans	• Staff audit of skills, qualifications and experience. 07/09/2015 - 23/10/2015 - Not Started • Design and deliver a bespoke CPD programme 07/09/2015 - 18/12/2015 - Not Started • Keele satisfaction survey completed annually and analysed. 07/09/2015 - 17/07/2020 - Not Started • Investigate opportunities for external accreditation of CPD courses for LSPs 07/09/2015 - 18/12/2015 - Not Started • investigate opportunities for delivering and accrediting LSP CPD through the TSA 07/09/2015 - 20/07/2018 - Not Started • Design CPD menu to meet accreditation standards at level 4+ 04/01/2016 - 01/07/2016 - Not Started	Speck, Steve (leader) 26 users	Total Cost: £0.00
Project Description	To provide bespoke and time limited responses to ensure learners overcome academic barriers to learning			
Project Source	Report: TBAP 2020 Vision - LSP Deployment & Assignment			
Success Criterion	LSPs are multi skilled and able to deliver a full range of academic interventions.			1
Success Criterion	Keele university LSP satisfaction survey demonstrates 95% satisfaction with personal development plans.			1
Success Criterion	Bespoke menu of CPD opportunities enables LSP to develop expertise and provides opportunities for career progression			1
Success Criterion	LSPs are offered accredited CPD to develop their qualification and experience through the TSA			1

SDP Project	Objective	Activities	Project Team	Resources & Costs
54. TBAP 16-19 AP Academy Due By: 17/07/2020	Setting up a Free School to deliver a post 16 offer with a route to university for our academic learners	• Develop rigorous curriculum which fulfils the entrance criteria for broad range of UK universities 08/07/2015 - 01/08/2016 - Not Started • Establish bespoke post-16 base-lining, tracking and reporting systems 08/07/2015 - 01/06/2016 - Not Started • Develop links with external partners to enhance the broader curriculum available to learners 08/07/2015 - 01/04/2017 - Not Started • Develop CPD pathway for post-16 teaching 13/07/2015 - 01/06/2016 - Not Started	Dixon, Gemma (leader) 26 users	Total Cost: £0.00
Project Description	Setting up a Free School to deliver a post 16 offer with a route to university for our academic learners			
Project Source	Report: TBAP 2020 Vision - TBAP 16-19 AP Academy			
Success Criterion	>75% of learners secure, and take up, places at Higher Education Institutes			1
Success Criterion	Teaching is provided by staff drawn from across the TBAP family of schools			1
Success Criterion	A retention rate >85% of the cohort			1
Success Criterion	Young people's progress is accurately, and regularly tracked. Learners have regular opportunities to reflect upon their progress			1
Success Criterion	Students are clear that they are actively involved in the continuous monitoring and assessment of their progress			1
Success Criterion	Learners are able to engage in a wide range of learning experiences outside of the classroom			1
Success Criterion	The first Ofsted inspection will bring a judgement of Outstanding.			1

SDP Project	Objective	Activities	Project Team	Resources & Costs
55. TBAP Art and	Enabling all TBAP	• All sites to contribute to the collaborative creation of	Bailey, Andre (leader)	

Design Due By: 30/06/2020	learners to experience the highest quality Art and Design education through the curriculum and extended services; working in a cross-curricular way and with colleagues/ learners from partner schools. Routinely linking Art and Design experiences to the world of work	a shared curriculum which takes into account progression towards new GCSE course requirements. QA of planning to across all sites to be undertaken 08/07/2015 - 30/06/2016 - Not Started • All sites to use the TBAP Way templates in classroom delivery. 08/07/2015 - 29/07/2016 - Not Started • Work scrutiny and moderation to be consistently undertaken both within subject areas and across all sites three times a year at network meetings 08/07/2015 - 29/07/2016 - Not Started	28 users	Total Cost: £0.00
Project Description	Enabling all TBAP learners to experience the highest quality Art and Design education through the curriculum and extended services; working in a cross-curricular way and with colleagues/ learners from partner schools. Routinely linking Art and Design experiences to the world of work.			
Project Source	Report: TBAP 2020 Vision - TBAP Art and Design			

SDP Project	Objective	Activities	Project Team	Resources & Costs
56. Outreach in Mainstream Schools Due By: 17/07/2020	TBAP outreach offer is published and routine evaluations confirm 95% satisfaction amongst schools and partner organisations	• Updated service level agreement outlines increased outreach offer to schools & includes a leaflet highlighting three intervention types. 08/07/2015 - 18/12/2015 - Not Started • A single best practice model of induction, curriculum, review and transition is adopted by all Managed Intervention Centres. 08/07/2015 - 15/07/2016 - Not Started • A cycle of evaluation at 2 points throughout the academic year is to be adopted by all sites. 08/07/2015 - 15/07/2016 - Not Started • New assessment placements ensure a holistic response to meeting student's needs with TBAP staff working in partnership with Schools and outside agencies. 08/07/2015 - 15/04/2016 - Not Started	Browne, Ruth (leader) 26 users	Total Cost: £0.00
Project Description	Focused interventions to ensure a positive working relationship with learners, parents and professionals.			
Project Source	Report: TBAP 2020 Vision - Outreach in Mainstream Schools			
Success Criterion	Tailored intervention packages ensure all referred learners are involved in the monitoring of their behaviour, attitude and attainment. 85% are successful in meeting aspirational targets by the end of their placement.			1
Success Criterion	Well developed partnership working with mainstream schools results in 80% of referred learners effectively transitioning back to mainstream as evidenced by positive evaluations from the referring school.			1