

Actions	Persons Responsible	Start Date	Finish date	Success Criteria	Notes on progress / Impact
To ensure that a clear and ambitious vision for providing high quality, inclusive education to all students is well understood by all stakeholders. (SDP Line 7)	MXF/MNE/CJW	Sep-22	Sep-23	<ul style="list-style-type: none"> <li>Particular focus on stretching progress of all students in the identified groups using high quality teaching. Interventions to be implemented as appropriate</li> <li>Curriculum allows all students to access learning</li> <li>SEN funding used to deliver best value for money and maximum impact on the progress of SEND learners.</li> <li>New inclusion team structure to be evaluated, with adjustments made as appropriate and teaching assistants team to be built up</li> <li>To cost and plan the building of an alternative provision room for students who require a separate space to work in, and for supporting activities for students with additional requirements</li> <li>Students identified as significantly below reading age in tests improve their reading</li> </ul>	<ul style="list-style-type: none"> <li>Student progress is tracked and interventions are in place as appropriate.</li> <li>Pastoral Data Manager role created to analyse data on behaviour and progress and inform responses.</li> <li>Additional categories added to classcharts to improve recording and evaluation with regard to protected characteristics</li> <li>Setting in place.</li> <li>Curriculum handbook shows schemes of learning for all students. Curriculum is shown on website and is sent out to parents.</li> <li>Teaching assistant support allocated flexibly and according to need.</li> <li>OneNote and Teams is used in class so students are able to access work if not in lesson.</li> <li>Reading tests done on all year groups Sept/Oct 22 and plans in place to deliver improvements.</li> </ul>
To ensure that students are able to form respectful relationships and that peer abuse is not tolerated at Malton School	JGS/LCW/PRW	Sep-22	Sep-23	<ul style="list-style-type: none"> <li>The RSE Policy is followed for teaching of appropriate material.</li> <li>Assemblies, tutor time activities and special events are used in Key Stages 4 and 5 to ensure delivery of required learning.</li> </ul>	<ul style="list-style-type: none"> <li>The RSE Policy is in place and being followed. All year groups have received assemblies in which expectations have been expressed, including that peer abuse will not be tolerated.</li> <li>The activities and further assemblies are currently being planned.</li> <li>The Harmful Sexual Behaviours Action Plan is in place and being followed</li> </ul>
To ensure that the experience of students from identified groups and particularly students exhibiting one or more of the protected characteristics is the same as for students who do not exhibit any of these characteristics.	JGS/LCW	Sep-22	Sep-23	<ul style="list-style-type: none"> <li>Student voice is collected from students in the identified groups.</li> <li>School data is analysed on identified groups as compared to others.</li> <li>Time-directed action points are created using the student voice and the audit of school data and are actioned as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Actions have resulted from student voice, for example work with individual/small groups/ year groups of students on equality and diversity.</li> <li>Data is recorded and reports delivered weekly to pastoral team for checks and responses as appropriate.</li> <li>Tutor time discussions and assemblies used to promote respect</li> </ul>
Teaching lessons in such a way that all students of all abilities and needs are able to make good progress in the lessons, taking account of Covid-related impacts on learning.	HRW	Sep-22	Jul-23	<ul style="list-style-type: none"> <li>Teachers working inclusively remains a key focus in CPD programme to address shortfall quickly and effectively.</li> <li>Monitoring ensures that all students follow a curriculum that allows all students to access work. Low stakes testing and other techniques are used to ensure that students revisit earlier work frequently to help them better understand it and retain the information.</li> <li>Reports to Accountability committee.</li> </ul>	<ul style="list-style-type: none"> <li>Catch-up funding used for tuition and for development of resources</li> <li>Students are supported by teaching assistant inclusion in Teams to help them to improve planning support for the lesson. The school use of iPads improves the way we can work with our students.</li> <li>The Inclusion department has worked with faculties to improve communication by: <ul style="list-style-type: none"> <li>Teaching assistants being included in Teams/Showbie groups so that they can go into lessons more prepared</li> <li>Teaching assistants being added as class teachers to Teams so they have the same ability to add resources in Teams and OneNote as teaching staff</li> <li>Use of Teams for improved communication between the inclusion team itself and faculties</li> <li>Use of iPads helps students with additional needs</li> <li>Students in need of support in exams have been supported with word processors, speech software and scribes.</li> <li>Students with additional needs are supported through use of software such as accessibility tools, Write Online, resource prep and sharing One Note,</li> <li>Writing Wizard and many others.</li> </ul> </li> </ul>

To ensure high standards of behaviour whereby students demonstrate respect, tolerance and celebration of diversity.	JGS	Sep-22	Sep-23	<ul style="list-style-type: none"> <li>•Quality assurance evidence, including stakeholder voice demonstrates that this is further improving.</li> <li>•Reports to Student Matters committee provide further evidence.</li> <li>•Specific student voice carried out with students with protected characteristics by school staff and external staff.</li> <li>•Analysis is carried out of incidents related to all protected characteristics, including a student voice exercise to inform further planning</li> <li>•Malton School is working towards the RED Award which helps to further improve work to promote respect, tolerance and celebration of diversity</li> </ul>	<ul style="list-style-type: none"> <li>•A revised Positive Conduct Policy launched in Sept 2022.</li> <li>•The number of positives to negatives is 76:1, up from 50:1 last year.</li> <li>•Incident logs demonstrate that incidents of racist, homophobic and bullying incidents remain low</li> <li>•Interviews held with students with protected characteristics which led to follow up action as appropriate. External help in place for this and planned and school staff to continue to monitor.</li> <li>•Tutor time discussions include Wider World issues and will continue, and assemblies and other events are planned for the academic year.</li> </ul>
Improving attendance across the whole school to maintain at a level above the national benchmark, and to focus on persistent absence (PA) and the attendance of disadvantaged students.	DMJ	Sep-22	Jul-23	<ul style="list-style-type: none"> <li>•Heads of Year monitor attendance and meet students</li> <li>•Attendance monitoring of all students and at risk groups is carried out weekly, with interventions planned as appropriate</li> <li>•Persistent absence improving trend to continue with target to be lower than national benchmark figure</li> </ul>	<ul style="list-style-type: none"> <li>•Attendance checked regularly.</li> <li>•Procedures in place and followed where appropriate.</li> <li>•Pastoral Data Manager implemented from Sept 2021 to intensify focus on attendance and to inform interventions as appropriate.</li> </ul>
To review, evaluate and further improve the drive to support individual student mental health and wellbeing. (SDP Line 15)	JGS	Sep-22	Jul-23	<ul style="list-style-type: none"> <li>•Continue to link with external organisation and programmes to further improve drive to support student mental health &amp; well-being.</li> <li>•Further integration of WIMT team to school life and increasing use of school mentor to deliver student support.</li> <li>•Zumos to be available to students in all year groups as a useful resource.</li> <li>•New resources to be considered.</li> </ul>	<ul style="list-style-type: none"> <li>•The school has the Wellbeing in Mind Team (WIMT) based on the school site from March 2020. WIMT further integrated into school life, delivering assemblies to year groups on appropriate topics and delivering pre-exam sessions to year 11s to tackle anxiety. WIMT work with students directly where appropriate.</li> <li>•Sessions planned for parents to help their children become more resilient.</li> <li>•Sessions planned for Year 9 students around developing friendships.</li> <li>•Stress management sessions planned for students</li> <li>•Use of Zumos in school for students (resource containing information and guidance related to emotional health and wellbeing).</li> <li>•Counselling of students where appropriate.</li> <li>•Noticeboards show useful information.</li> <li>•Wellbeing activities run at different times of the year, for example the Dove Body Confidence course.</li> <li>•Wellbeing student group to be set up with WIMT to develop assemblies, noticeboards, website info, and other strategies to inform students about issues related to emotional health and wellbeing.</li> <li>•62.1% of students responded positively to the Question 'My school encourages me to look after my emotional and mental health.' 27.2% neither agreed nor disagreed</li> </ul>
To maximise positive impact of personal development on student confidence and academic progress; whilst increasing the range of opportunities and inclusivity of engagement through developments to the wider world provision and to the house system.. (SDP Line 19)	JGS	Sep-22	Jul-23	<ul style="list-style-type: none"> <li>•Evidence that personal development can be found in curricular and non-curricular offer. •Further evidenced through stakeholder voice that draws link between benefits of PDA and positive progress in outcomes.</li> <li>•Possible Action Research project.</li> <li>•PDA review covered in the June SM meeting.</li> </ul>	<ul style="list-style-type: none"> <li>•PDA is operating as a cross-year group activity having previously been limited owing to Covid restrictions and year group zoning. Student voice collected demonstrates development of employability characteristics. This scheme has demonstrated impact through powerful student voice feedback.</li> <li>•100% of PP and SEND students who are in school participate in PDA. This is a major benefit of the PDA systems as it is fully inclusive.</li> <li>•Moving forwards the school will look to evidence PDA impact in this grouping.</li> <li>•A wide-ranging Wider World Awareness programme for delivery in tutor time takes place every week.</li> <li>•The range of practical activities, trips and visits, that we would normally deliver is being further developed following disruption due to Covid.</li> <li>•Themed assemblies contribute further to the Wider World programme.</li> </ul>

<p>To ensure that the curriculum and wider provision supports student resilience, confidence and independence along with the development of a healthy and active lifestyle so that all students know how to maintain their physical and mental health.</p>	<p>JGS</p>	<p>Sep-22</p>	<p>Jul-23</p>	<ul style="list-style-type: none"> <li>•Continue to embed the work of the well-being programme and find better solutions to tackle the wide range of issues in this brief.</li> <li>•To review and develop the work of the pastoral and tutorial programmes for each year group.</li> <li>•Reporting back to Student Matters committee.</li> </ul>	<ul style="list-style-type: none"> <li>•The tutor time timetable is in place with activities for every day.</li> <li>•Zumos continues to be available for students.</li> <li>•WIMT have done assemblies on wellbeing.</li> <li>•WIMT are to run parent sessions on improving your child's resilience.</li> <li>•Sport and healthy living activities running in full.</li> <li>•WIMT have run sessions in Y11 tutor time on managing stress around exam time.</li> <li>•Kindness assemblies run and related stalls with activities and information have been in place</li> </ul>
<p>To actively promote equality and opportunity and the celebration of diversity.</p>	<p>JGS</p>	<p>Sep-22</p>	<p>Jul-23</p>	<ul style="list-style-type: none"> <li>•To continue to embed previous work under the Stonewall Scheme and work towards the RED Award</li> <li>•To ensure that all students are aware of the Equality and Diversity Policy and that behaviour and attitudes are in line with the aims set out in that document.</li> </ul>	<ul style="list-style-type: none"> <li>•Additional access arrangements have been made in toilet cubicles in the move towards unisex or transgender provision.</li> <li>•Malton School is working towards attainment of the RED Award. Posters and information are displayed around the school regarding equality and diversity.</li> <li>•Assemblies cover pre-planned issues related to celebration of diversity.</li> <li>•The Pastoral Team has been trained on LGBTQ+ issues and awareness.</li> <li>•The Equality and Diversity Policy has been developed and updated.</li> </ul>