

Seadown School

School Development Plan

2018 - 2019



Teaching and Learning

Long Term Aim/s: Staff will provide excellent teaching and learning: *teachers will be outstanding in their practice or demonstrate rapid progress towards outstanding.*

What specific information has led to this objective?		<ul style="list-style-type: none"> ➤ Observations in class ➤ Performance Management & appraisal ➤ Drop-ins and monitoring ➤ Loss of teaching staff 	What resources underpin/support development in this area?	<ul style="list-style-type: none"> ➤ The Teaching / Assistant standards ➤ Planning & Exemplar models ➤ Policy and practise ➤ Training resources ➤ Appraisals and supervisions ➤ Coaching & Mentoring 	
Target number	Development Area	This year's Target/s	How will we achieve this?	Who? When?	Success Criteria
1	Teaching standards	To have Good teaching with 75% Outstanding which enables pupils to enjoy and achieve	<ul style="list-style-type: none"> • SLT to oversee a regular and consistent performance management cycle that includes pre-arranged lesson observations as well as monitoring drop-ins (including scrutiny of work and learning environment) • Feedback on teaching and learning is given as close as possible to the monitoring or observation taking place and a timescale is agreed if any action is needed. • New members of staff have a detailed induction, including opportunities to observe more experienced colleagues. • SLT monitor planning and provision. • Teacher's planning is considered and creative, making links across the curriculum where appropriate. • Pupil's work scrutiny • A new staff appraisal system is in place whereby teaching staff have accountability and overall judgements based on all elements of teaching: Workbook scrutiny, lesson observation, pupil progress, personal target development and Teacher's Standards. 	<ul style="list-style-type: none"> • SLT • Teachers • Line managers 	<ul style="list-style-type: none"> • 3 out of 4 teachers will demonstrate outstanding teaching. • The minimum standard for teaching and learning will be demonstrated as 'good' • The teacher's appraisal system demonstrates clear progress in the monitored standards • Pupils are engaged in their learning • Pupils have demonstrated progress are in areas of the curriculum that are important to them • Pupils are achieving in English and Maths • There is clear progression seen in pupil's work

2	Curriculum Planning	Hub leaders to have detailed and up-to-date understanding of the development in their subject areas, from across the school	<ul style="list-style-type: none"> • SLT to provide timetabled opportunities for HUB leadership. • HUB leaders to monitor planning and provision in their subjects. • HUB leaders to request and collect examples of planning and pupil learning. • HUB leaders to develop action plans based on their findings and the needs of the school. 	<ul style="list-style-type: none"> • HUB leaders • Class Teachers 	<ul style="list-style-type: none"> • There is a detailed set of documents that demonstrate what is being taught in each subject area. • There is suitable breadth of learning in each subject; with suitable weighting for the core subjects and personal and social development. • There is a detailed Action Plan in each hub file, per subject • There is clear evidence of learning and progress in each subject area, from across the school cohort.
3	Extra-curricular activities	To provide a constant programme of extra-curricular activities to students	<ul style="list-style-type: none"> • Extended schools/enrichment lead to research and establish club interests, both in the pupils and staff (as potential leaders) • Extended schools/enrichment lead to arrange locations, activities and times for 'in school hours' clubs for both primary and secondary pupils. • Extended schools/enrichment lead to monitor record keeping of PSD opportunities, through clubs and alternative activity options 	Enrichment coordinator (VP)	<ul style="list-style-type: none"> • There is a varied programme of enrichment activities in place for pupils. • The Enrichment Coordinator leads and develops extra-curricular activities programme fittingly; suiting pupil's needs and interests • Pupil Voice: pupils have been able to select from their preferred enrichment activities • Parents and carers have clear signposting to other local provision, such as childminders or nearby out of school clubs
4	Continuing professional Development (fulfilling wider responsibilities)	<p>a. Teaching staff to lead training on specific areas of interest or expertise</p> <p>b. All staff have access to a varied, and relevant, training programmes</p>	<ul style="list-style-type: none"> • Each teacher has identified area/s of strength and professional interest/s, agreed and set at their appraisal • There are timetabled sessions for delivery of training to staff team/s, through either INSET or twilight sessions • There is an annual programme of training events for staff • There is a blended learning opportunity available for all staff to maintain their housekeeping training 	Teaching staff and line managers	<ul style="list-style-type: none"> • Each class teacher has delivered twilight or INSET training to staff team/s related to their interest or HUB • All staff have up-to-date training records • Staff training has been relevant to professional development; contributing to school development • Staff have a varied CPD record, suiting their professional development needs

5	<i>Use of Teaching Assistants</i>	HLTAs and LSAs to monitor and support SEN interventions in class, to reflect individual needs.	<ul style="list-style-type: none"> Teachers, HLTA's and LSA's to work cooperatively to set and evaluate SMART targets for each pupil for LSA targets and IEP's. Teachers to hold weekly team meetings for planning and assessment purposes. Provisions and activities stated in the IEP's and LSA targets are related where possible to coverage in class. HLTA's and LSA's to actively monitor and deliver interventions. Work scrutiny 	<ul style="list-style-type: none"> SLT, Teachers, TA's, HLTAs, LSA's 	<ul style="list-style-type: none"> Teachers are informative with their team and deploy staff effectively LSAs have clearly identified individual targets, for further 1:1 intervention sessions, for each student Teachers and HLTAs / LSAs meet regularly There is a clear link between what is carried out in intervention sessions and what is seen in class
6	<i>Use of pastoral Staff</i>	A pastoral team is available to support the pupils in times of most need	<ul style="list-style-type: none"> A staff timetable is available each day for all staff. Pastoral team have separate timetabling, indicating areas to cover and which staff are available to support teachers, and pupils, in times of difficulty (or when the most need has been identified). All classes to have a radio available to call for support when it is needed, to maintain consistency and flow for teaching and learning Behaviour plans are shared with pastoral team There are regular opportunities for liaison between staff members. 	<ul style="list-style-type: none"> All staff SLT 	<ul style="list-style-type: none"> There is a clear staffing system in use, across the school, for supporting class teachers and their pupils Pastoral team have clear understanding of their roles and contribute to the smooth running of lessons Pastoral staff support students when they are most in need and have a clear understanding of their needs Pastoral staff can lead and manage behaviour support appropriately
7	<i>Establish Pupil Voice</i>	To analyse and develop the impact of the Pupil Voice	<ul style="list-style-type: none"> There is a record of school council discussions and action points. A given time in each meeting is given over to 'how are we doing?' with previously agreed action points. All pupils to, at least annually, complete the school questionnaires on a) their learning b) pupil satisfaction c) self-assessment of their understanding and use of RESPECT Results from the school questionnaire are analysed and shared with all staff at a staff meeting and agreed action points are taken from this and evaluated at an agreed later date. HUB leaders to conduct their own pupil voice questionnaires in one of their given subjects. Action points and an agreed later date for evaluation is established. 	<ul style="list-style-type: none"> SLT Teachers 	<ul style="list-style-type: none"> School Council meetings are held at least twice per half term School Councillors are provided with opportunity to meet with their class. Pupils have realistically completed the RESPECT self-analysis Pupils have completed a questionnaire that identifies their likes, dislikes, strengths, difficulties and areas of concern about school life. Teachers have used feedback from questionnaires in a positive way in class, to inform future planning Analysis of Pupil Voice impact is positive

Outcomes for children and learners

Long Term Aim/s: Pupils in our school will always make as much progress as individually possible; in areas that are specifically important to them.

What specific information has led to this objective?		<ul style="list-style-type: none"> ➤ Observations in class ➤ Performance Management & appraisal ➤ Analysis of pupil attainment ➤ Monitoring ➤ Liaison with pupils ➤ 2016 OFSTED Report 	What resources underpin/support development in this area?	<ul style="list-style-type: none"> ➤ The Teaching / Assistant standards ➤ Planning & Assessment resources ➤ Progression expectations ➤ Staff training ➤ Policy, practise and procedure ➤ Pupil Differentiation 	
Target number	Development Area	This year's Target/s	How will we achieve this?	Who? When?	Success Criteria
1	Assessment for, and of, Learning	a) Develop and embed new 'steps' assessments system to better demonstrate pupil progress.	<ul style="list-style-type: none"> • Assessment lead to develop the Arbor assessment system for steps assessment to cover the age-related expectations for Seadown School (6-16) in reading, writing, spoken language maths and working scientifically. This will include Functional Skills for KS4 (Eng, Maths and ICT) • Assessment lead to run twilight training with teaching staff on how to use the software. • Assessment lead to deliver whole staff training. • Assessment lead to monitor data input from each class. • Assessment lead to re-design pupil progress meeting record to incorporate learning ladders data. • Pupil-work scrutiny 	<ul style="list-style-type: none"> • CA/all staff • Teachers (with support from TA's) to input attainment by end of Autumn 2. • Teachers (with support from TA's) to input current year attainment on a frequent basis. 	<ul style="list-style-type: none"> • Arbor assessment programme is embedded in school practice for English, Maths, Working Scientifically and Functional Skills • Arbor assessment informs teachers 'where to next' with regard to next steps in individual learning • Teachers have made clear links in their planning from the outcomes seen on Arbor assessment • Pupil progress can be demonstrated by data outcomes on the Arbor software. • Data from learning Arbor is used to inform part of the pupil progress meetings.
		b) Teaching staff and HLTA/LSAs to be skilled at setting and evaluating progress towards pupil targets	<ul style="list-style-type: none"> • Assessment lead and Headteacher to deliver twilight training for all teaching and learning staff on setting and evaluating SMART targets. • HLTA'S and LSA's to be involved in evaluating IEP's at the next assessment point and to be involved in setting new SMART targets. 	<ul style="list-style-type: none"> • CA/AC • All teaching and learning staff • Training to be given before end of autumn term for all staff. • Training for teachers to be 	<ul style="list-style-type: none"> • All teachers and TA's are confident to 'break down' a larger learning goal in to a target that is SMART. • IEP's and LSA targets are SMART • Pupil progress towards IEP and LSA targets has improved due to the targets being 'SMART'.

			<ul style="list-style-type: none"> Assessment lead and Headteacher to monitor LSA and IEP targets and give feedback or further training if needed. 	given as soon as Arbor is ready.	
		c) 50% of pupils to make Outstanding progress in the core subjects	<ul style="list-style-type: none"> Teachers, TA's and LSA's will use the Arbor software and 'staged curriculum' to plan a differentiated curriculum that caters for every pupil's starting point. Teachers, TA's and LSA's will use the Arbor software to frequently re-assess and gauge the next steps which will then inform planning. Assessment lead and Headteacher will monitor pupil progress via Arbor and pupil progress meetings, putting into place extra support or provision for those not on track. 	<ul style="list-style-type: none"> Teachers, TA's and LSA's Teachers (with support from TA's) to add attainment by end of Autumn 2. Monitoring by CA/AC 	<ul style="list-style-type: none"> Arbor software will be updated frequently, giving an accurate 'picture' of where each child is at. Arbor software will show that at least 50% of pupils have made outstanding progress, from their starting point, by the end of the year. Pupil progress meetings will outline specific provisions for those children not on track to make outstanding progress.
2	14-16 curriculum	a) To work closely with key stakeholders, including employers, to ensure high-quality options at 14-16 with pathways to further education and employment	<ul style="list-style-type: none"> Arrange post 16 'review and transfer' meeting/s with stakeholders and pupil/s. LSAs to have 1:1 time with students, years 9-11, to discuss 'hopes and dreams' KS4 teacher to visit SEMH schools and FE colleges to establish a link Year 9 students to select their study 'choices' at the end of year 9 KS4 Students will be supported to participate in ASDAN 'Short Course/s', according to their own preference from selection available KS4 students will be supported to take part in the ASDAN PDP Timetabled study time for ASDAN / S.E.A.L 'Life Skills' Contact a range of potential work experience employers to ensure students are well-placed in Spring Term, year 11 Carry out risk assessment to establish W.E. suitability of student 	SLT; BK	<ul style="list-style-type: none"> Appropriate pathways are set up for 14-16s All post 16s have been suitably placed with FE settings / arrangements 14-16 curriculum is varied and interesting KS4 provision has had consideration for pupil's skills, capabilities 14-16 curriculum is linked to personal interest, life-skills development and personal academic achievement Work experience placements have been successful, <i>where appropriately placed</i>
		a) Work closely with representatives from the local authority and local schools/ academies/ colleges within	<ul style="list-style-type: none"> Work closely with stakeholders to ensure there is a 'good', agreed, provision of transition visits to chosen colleges / FE settings. Agree dates and times of visits, in turn and with collaboration from home setting and student, to chosen FE settings 	SLT; BK	<ul style="list-style-type: none"> Links have been established with FE settings Pupils have been confident about transitions from Seadown All post-16 s have a suitable FE provision arranged Pupils years 10 and 11 pupils are clear about their next steps

		the Borough, and beyond, to ensure a smooth transition and continuity for all 14-16 pupils.	<ul style="list-style-type: none"> • Liaise with identified FE college provision/s • 1:1 time with LSA to develop a programme if skills needed to develop • KS4 staff to support students in developing the identified skillset 		<ul style="list-style-type: none"> • All year 10 and 11 pupils have demonstrated individual progress in their learning
		b) 75% of pupils to achieve a recognised award relevant to their future aspirations by the end of year 11.	<ul style="list-style-type: none"> • Pupils to engage in ASDAN PDP and short courses as timetabled • Pupils to engage in short courses related to their interests and future aspirations. 	<ul style="list-style-type: none"> • SLT; BK 	<ul style="list-style-type: none"> • 75% of pupils to have achieved a recognised award, relevant to their future aspirations, by the end of year 11. • Pupils will demonstrate engagement in the activities they are doing as part of their ASDAN work.
		c) 75% of year 11 students to active a recognised award in functional skills English, Maths and ICT.	<ul style="list-style-type: none"> • KS4 students to practice Functional Skills in Maths, ICT and English at a level suitable for their attainment (include entry level if necessary). • KS4 students to sit Functional Skills exams. 	<ul style="list-style-type: none"> • SLT; BK 	<ul style="list-style-type: none"> • 75% of year 11s have achieved a recognised key skills / functional skills award in Maths, ICT and English
		d) School representatives to take part in career fairs and have input from professional career advisors	<ul style="list-style-type: none"> • Research variability and suitability of career fairs • School representative from KS4 to attend suitable career fairs • School to contact post-16 advisor/s to establish what is available / suitable 	<ul style="list-style-type: none"> • SLT; BK 	<ul style="list-style-type: none"> • Relevant career opportunities have been investigated • Post 16 advisor/s have been involved with KS4 pupils planning stage • KS4 pupils have been well supported with regard to their next-step choices
3	Attendance	a. 75% of pupils to have attendance that meets national expectations	<ul style="list-style-type: none"> • Quality teaching and learning • Support, encouragement and recognition from class staff • Variable and engaging curriculum • Good Attendance Awards / rewards • Class attendance Awards for KS3 and 4 • Close home-school liaison • Monitoring of attendance • Use of Pupil Entitlement where necessary 	<ul style="list-style-type: none"> • Whole Staff team 	<ul style="list-style-type: none"> • 75% of pupils have school attendance that meets that national expectation
		b. To improve attendance of low-attendees to meet the school targets			<ul style="list-style-type: none"> • Persistently low attendees have improved attendance term on term

Personal development, behaviour and welfare

Long Term Aim/s: To be a respectful, positive, learning community; where systems and procedures in regards to health, safety and behaviour ensure that everyone can safely achieve the most they can, progress as far as they can and learn as much as they can

What specific information has led to this objective?		<ul style="list-style-type: none"> ➤ Observations in class ➤ Performance Management & appraisal ➤ Behaviour obs and end of year analysis and feedback ➤ 2016 OFSTED Report ➤ Stakeholders views 	What resources underpin/support development in this area?	<ul style="list-style-type: none"> ➤ Planning and Exemplar models ➤ Training and resources ➤ RESPECT agenda ➤ Policy and procedure ➤ Monitoring and evaluation ➤ Stakeholders involvement 	
Target number	Development Area	This year's Target/s	How will we achieve this?	Who? When?	Success Criteria
1	Behaviour & Safety	a) Behaviour analysis procedure will involve pupils' input and reflection	<ul style="list-style-type: none"> • Develop a pupil-friendly self-assessment proforma regarding pupil behaviour • Pupil voice behaviour proforma is linked with the school RESPECT agenda • Assessment periods are set for behaviour analysis 	<ul style="list-style-type: none"> • SLT, • Teachers • TA's, HLTAs, LSA's 	<ul style="list-style-type: none"> • The pupil self-assessment proforma (s), that is in use, assists pupils in self- evaluation and reflection of behaviour • Analysis has given a clear picture of pupil's self-perception and have included intervention to address any difficulties • Pupils have made some improvement, over time, in understanding how their behaviour impacts on, and is seen by, others: <i>their reflections have begun to mirror what adults have found</i>
		b) There is a range of assessment types in place to record and demonstrate progress in pupil's social, emotional and behavioural skills	<ul style="list-style-type: none"> • Regular assessment of behaviour in various forms is carried out using agreed proformas: ie PSD, PSH/CE, Incidents analysis, Behaviour rating scale, IEPS, Risk Assessment, Lesson Observation, monitoring 	<ul style="list-style-type: none"> • SLT, • Teachers • TA's, HLTAs, LSA's 	<ul style="list-style-type: none"> • Regular pupil assessment has taken place for behaviour and social, emotional development • There is a range of detailed evaluations and analysis in place for monitoring behaviour • Individual Behaviour Management Plans have been amended to take account of outcomes

					<ul style="list-style-type: none"> Pupils have been reflective in answering the RESPECT questionnaire Pupil behaviour is improving term on term and where it is not, suitable support has been sought
		c) There are regular reviews of significant incidents for the purpose of staff training and development	<ul style="list-style-type: none"> Following all significant incidents staff will debrief with SLT member. Where there is footage available, this is used to enhance staff training and identify ways forward for further improvement 	<ul style="list-style-type: none"> SLT, Teachers TA's HLTAs, LSA's 	<ul style="list-style-type: none"> There is a decrease in behaviour incidents, over time, and/or the length of incidents There is confidence in the intervention strategies used to help pupils deescalate. There is good professional practise in the reviewing of serious incidents, specifically those requiring physical intervention
2	Safeguarding	a) All staff to experience in-depth training in specific safeguarding areas	<ul style="list-style-type: none"> Designated staff to have relevant DSL training (AC and CA). Regular refresher training for all staff is at least annually All staff to complete relevant online training where there is an element of safeguarding (to be monitored by SLT). 	<ul style="list-style-type: none"> AC and CA All staff 	<ul style="list-style-type: none"> All staff are up-to-date with Safeguarding training All staff demonstrate a good understanding of Safeguarding procedures through their practise and upon questioning There are two trained DSLs in place
		b) There are detailed communication logs for maintaining record of liaison to aid continuity and transparency.	<ul style="list-style-type: none"> DSL to lead twilight training for teachers for completing comms logs on the ScholarPack system for any important discussions regarding school pupils. DSL lead to lead a staff meeting for whole school staff on filling in comms logs. DSL lead to lead a refresher for protocols regarding safeguarding concerns and significations. DSL to monitor use of comms logs. 	<ul style="list-style-type: none"> DSL lead Whole school staff 	<ul style="list-style-type: none"> Lead DSL has up-to-date records of all safeguarding concerns DSL has adopted a practice of regular liaison with suitable agencies re safeguarding There is a detailed communication log from staff interaction with parents / carers Highlighted concerns have records of being 'followed up.'

Leadership and Management

Long Term Aim/s: *Have a cohesive and informative community supported by a highly professional workforce*

- Observations in class
- Performance Management & appraisal

- Appraisal systems
- Monitoring and evaluations
- Training resources

What specific information has led to this objective?		➤ Whole-School Monitoring ➤ Self-evaluation ➤ 2016 OFSTED Report		What resources underpin/support development in this area?	➤ Policy and procedures ➤ Community liaison and exemplar models ➤ Governing Body capability	
Target number	Development Area	This year's Target/s	How will we achieve this?	Who? When?	Success Criteria	
1	Senior Leadership Team development	a) To review and develop SLT monitoring programme	<ul style="list-style-type: none"> • SLT to review progress against current (and previous) SDP targets • The set monitoring targets to be informed by outcomes and areas for development • Monitoring timetable and focus area to be agreed by SLT • Monitoring slots / drop-ins and learning walks to be scheduled in the diary • Regular write-ups of monitoring findings • Evaluation and analysis of monitoring findings • Close staff liaison • Regular line management support meetings • Regular whole-school staff meetings / twilight / INSET training to be linked with development in identified areas • Implementation of targets and amendments to be applied • Termly performance management is linked with the monitoring targeted areas. 	AC, CA, BK	<ul style="list-style-type: none"> • The monitoring arrangements are clearly linked with the school development plan • Interventions are in place to develop identified areas for improvement. • The monitoring arrangements demonstrate progress in targeted areas • Teacher's new appraisal system reflects targets that SLT are monitoring • An ethos of regular training, and tracking of progress towards outcomes, is embedded 	
		b) All senior leaders are skilled at target setting towards school development and raising attainment.	<ul style="list-style-type: none"> • Coaching / mentoring sessions • Regular line-management support meetings • Target setting monitoring, and tracking • Target setting scrutiny • Recording, evaluation and analysis of outcomes • Governing Body 	AC, CA, BK	<ul style="list-style-type: none"> • Targets accurately reflect staff capabilities, and areas for development • There is a coaching approach to support leader's development • Senior leaders have set appropriate school development targets • The Governing Body has a monitoring schedule based on their focus area/s, identified on the SDP • The Governing Body ask pertinent questions about SDP progress and support with requirements that need to be actioned • There has been good progress towards successful completion of targets set 	
2	School Staff development	To review, evaluate, monitor and analyse CPD,	<ul style="list-style-type: none"> • Regular twilight training / information sessions • Timetabled INSET training 	<ul style="list-style-type: none"> • AC • All staff 	<ul style="list-style-type: none"> • Staff Appraisals have clearly identified professional targets • Staff appraisals have clear links to the school development 	

		and build upon long-term effects	<ul style="list-style-type: none"> • Staff Appraisal to include areas for development linked to personal and professional capabilities • CPD sessions to be linked with individual skills, the school vision and SDP 		<ul style="list-style-type: none"> • Staff appraisals incorporate all elements of quality teaching • Identified training needs have been implemented • Implemented training has clear links to school development • Staff have had successful reviews
3	Community links and Cohesion	a) To cement and extend the whole-school approach to liaising and interacting with wider community	<ul style="list-style-type: none"> • Develop community links with local charities eg; Dogs Trust, Guild Care, Worthing Homeless Project through fundraising events • Facilitate local services, including library, museum, sports facilities, lifeboat station, shops, airport, forest schools, farm/s, colleges, post office/banks, cafes, parks and open spaces, seafront, river, and churches. • Attend local events, ie armistice service. • Have police and fire service visits to school • Arrange community engagement programmes. Eg Fire Break, Angling for Education • Develop links with other SEMH schools; independent or maintained • Develop links with local (maintained), schools and colleges 	<ul style="list-style-type: none"> • Class Teachers • SLT, • VP 	<ul style="list-style-type: none"> • The school has good links with the community • Classes regularly use community facilities • Class have been involved in community events • Pupils are aware of what is available in the area • Applicable pupils have been able to access wider community events / programmes • Parents and carers have clear signposting to other local provision, such as childminders or nearby out of school clubs • Parents and carers have clear signposting for access to further support and information
		b) To implement a school VLE or equivalent	<ul style="list-style-type: none"> • Research available options for adding VLE link (Arbor) to the school website • Develop full use of the Arbor service for parents / carers; to include behaviour sharing, study and curriculum information, photograph sharing, calendar / events, work sharing, and setting homework etc • Ensure every parent / carer has a login • Set up KS3/4 pupils on Bloomz / Arbor • Staff to use the communication systems facility on Arbor 	<ul style="list-style-type: none"> • AC • Class Teachers • HLTAs • BK 	<ul style="list-style-type: none"> • All parents / carers have regular use of a school VLE / messaging system • Upper school pupils have a login to access the school network, securely • Parents and carers are kept up-to-date – there is good communication between home and school • Upper School pupils have and facilitate use of electronic communication within school

<p>4</p>	<p><i>Governing Body / Proprietors development</i></p>	<p>Governing Body to be actively involved in the development of school appraisal systems and school development plan</p>	<ul style="list-style-type: none"> • Governing Body training / CPD • Governing Body to be 'coached' regarding SDP • Regular governing body meetings • Sharing of, and collaborating regarding, SDP • Full end-of-year review to be shared with Governing Body 	<ul style="list-style-type: none"> • AC • Governors • Directors 	<ul style="list-style-type: none"> • The governing body holds the school to account for progress and development • The headteacher has a through appraisal • The governing body meet regularly • The governing body keeps a record of attendance • The governing body know what, and how to implement their specified role and responsibility • The governing body have good record of attendance and monitoring
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