

GREAT SANKEY HIGH SCHOOL



School Improvement Plan Sept 2018- Sept 2021



National Teaching School
designated by
National College for
Teaching & Leadership



We're working
towards Artsmark
Awarded by Arts
Council England



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*Other documents to consider in conjunction with the School Improvement Plan: Self-Evaluation Form (SEF)
ASP
Fischer Family Trust data (FFT) & Governor Data dashboard
School policy documents
School Prospectus*

RATIONALE

It is essential that this document is used and referred to regularly. It cannot therefore, be cumbersome and over-powering. It must map clear direction and act as a vehicle to share the vision for school progress with others. The Governing Body's School Strategy provides a framework for the School Improvement Plan (SIP).

The SIP is a three-year plan, which provides an overall context for development with more specific planning for the coming year. This Plan starts the new academic year in September 2016 and it will be updated in the penultimate year in the summer term 2018. It is supported by the Appraisal process and associated training programmes, which show clearly the leadership roles in school and the action to be taken in the school calendar in order to ensure regular self-evaluation takes place. Staff objectives are mapped onto the Departmental and School Improvement Plans to show accountability, the 'how' and 'who' will deliver the planned intervention. The Appraisal Calendar includes time allocated to INSET, outlining clearly time for staff, and in particular leaders, to deliver the annual tasks therein.

Within this framework the Senior Leadership Team (SLT) evaluates successful 'achievement' at the end of each term and agrees new 'priorities' for the coming term. Detailed evaluation of each term's activities is reported formally in the Headteacher's Report to Governors (in November, March and June). This process is replicated by middle leaders, heads of department and any school project leaders.

The pace of change is rapid in the world of education and development planning is often under siege from new initiatives or changes to practice often with very short time frames. Wherever possible, we endeavour to incorporate these developments, yet this will not be to the detriment of the whole-school progress planned to be delivered over the three-year period. Changes to practice will always be rooted in the school's values and what is deemed best for our students. In this way the school has continued to improve reaching new heights each year. It is essential that this energy is maintained; this Plan will allow us to do that.

The SIP reflects the wider context within which we work as a Teaching School Alliance and the newly established Multi-Academy Trust. This is a strategic whole-school overview and does not include all curriculum Department Progress Plans (DPPs), which can be accessed through each area.

SCHOOL MISSION STATEMENT

The Great Sankey learning community provides excellent teaching and learning with passion and purpose, based on core values, devised with our students. Working in a warm and welcoming, yet purposeful environment, our mission is for everyone to be happy and inspired by their school experience. We empower students to harness their own creativity, to raise their aspirations and to achieve their potential. Working together, they gain confidence and pride to take their place in our community.

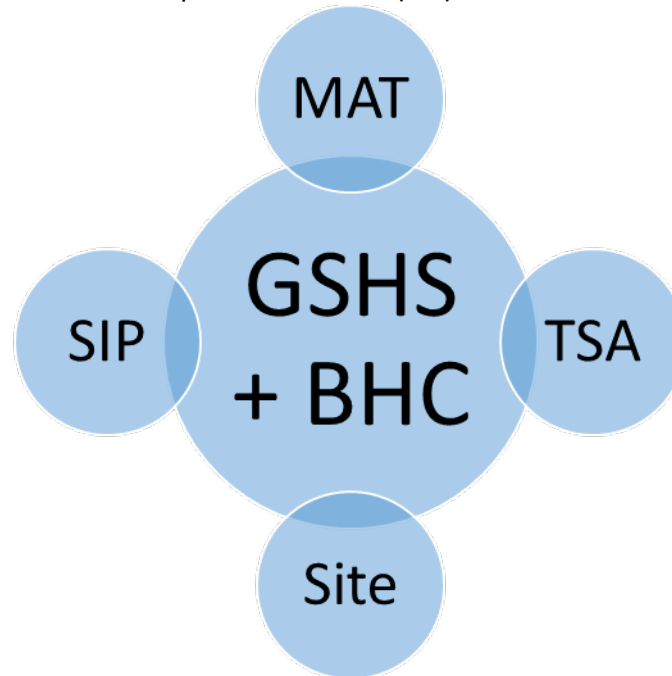
CENTRAL VALUES

At Great Sankey High School we share a profound vision for the school's future, which strives to improve continuously and enhance the quality of provision and widen students' opportunity and experiences in school to be the best they can be. This is done with the students through the Student Voice programme to maximize their enjoyment and achievement, whilst removing any barriers to learning and the 'daily chore' of coming to school for the least engaged. All of our planning has at its heart ten 'central values' set on page 2. Moreover, these values are returned to on a regular basis and form the starting point of any review of practice.

GOVERNING BODY'S SCHOOL STRATEGY

Great Sankey High School is a 'good' academy (Ofsted September 2017) and Teaching School, which has an excellent reputation and is oversubscribed. It places itself at the heart of its local community and is outward facing in its approach to the wider educational context. It strives for continual improvement in the name of its students and aims to provide the best school experience possible for every student, regardless of personal circumstance or characteristic. A focus on personal, social and academic development will prepare students to take their place in society with pride and lead to planned pathways to future success.

Governors have a strategic vision for the school, which will drive raised achievement and improved attainment at Key Stage 3 and 4 within the main school and at Key Stage 5 through Barrow Hall College. To achieve this, given the constraints of projected school budgets and the relentless government change agenda, the school has agreed a number of priorities for the future: an expansion programme in Pupil Admission Number (PAN) from September 2018 and improved facilities, supported by a Buildings Programme and acquisition of the old Barrow Hall Primary School site (Site); the establishment of a cross-phase Multi-Academy Trust (MAT), supported by further development of the Teaching School Alliance (TSA); and an internal re-organisation and improvement programme, targeting resources, systems and practice, detailed in the School Improvement Plan (SIP).²



The School Strategy is focused both at securing the longer-term future of the school, whilst achieving the best possible for the current students. These strategic aims will be delivered through close working with DfE, RSC, NCTL, Learn & Lead and WBC.

STRATEGIC AIMS

- The establishment of a successful Multi-Academy Trust with 5-year Strategic Plan informed by agreed milestones and Key performance Indicators (KPIs);
- To improve the quality of leadership through clear structures and supportive training;
- To improve the facilities and resources of the school through a comprehensive Buildings Programme;
- To plan for the requested increase in pupil intake, which will mean 1800 in the main school and the potential of 500 in Barrow Hall College;
- To raise the quality of teaching by re-aligning the current processes of Appraisal, Continued Professional development (CPD), Planning and Monitoring, Evaluation and Review (MER) and personal career plans;
- To review the Curriculum to improve Personal and Social Development (PSD) and Well-Being as well as ensure improved student outcomes;
- To improve Assessment strategies, policy and practices, developing cross-phase working to eradicate the KS3 transitional dip;
- To improve student headline data, in particular KS4 through the new performance measures: the Basics (English & Maths at 80%) and the Progress 8 Measure at +0.25
- To improve outcomes for Pupil Premium Grant (PPG) & FSM, Special Educational Needs and Disabilities (SEND), Boys and Middle and High Ability students;
- To address changes to GCSE, A Level courses and subject syllabuses;
- To improve Staff Workload through improved systems and practices;
- To raise quality of provision through a review of all service providers, considering in-house operation and bought-in services;
- To continue to achieve recognition for the work undertaken through external accreditation ie International School status,-Eco-School status and Arts Mark.

PERSONALISING LEARNING

The school's core values have created an ethos based on support for the individual to maximize potential. In striving to achieve the best outcomes, the school reviews the curriculum, teaching and learning strategies, academic target-setting and levels of support on a regular basis. The curriculum has a focus on literacy and numeracy to address entry levels and ensure access to all aspects of learning.

Our school's organisation incorporates academic setting and all lessons focus on the assessment for learning strategies of 'what went well' (WWW) and 'even better if' (EBI). In this way students receive targeted praise and next-steps feedback for improvement.

A number of additional ICT tools are employed to assess and assist student progress:

Accelerated Reader: all Y7 and Y8 LPA students develop their reading to ensure maximum access to the curriculum;

SISRA and Oxford Analytics: target-setting and academic results' analysis tool to track success on an individual and group basis.

The school incorporates rewards and sanctions into everyday school through a range of strategies, including House Points and Behaviour Points, to better support students in acquiring self-esteem and essential skills for a successful future. Emphasis is given to Student Leadership and Student Voice, so that students have a sense of ownership and recognize their contribution to school development. Students facing difficulty are offered individual flexible timetables, dependent on need, to maximize achievement.

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CURRICULUM ORGANISATION

Our aim through curriculum review is to achieve a more coherent package of learning, based on core transferable skills through an applied and collaborative learning approach. The aims of the curriculum are to enable students to become: successful learners; confident individuals; responsible citizens.

Running in both KS3 and KS4 are programmes of study for Personal and Social Development, which focus on the themes of: RE; Citizenship; British Values; Careers; Learning to Learn; financial education; health and well-being; living in the wider world; sex and relationships; and drugs education. This approach is further supported through a range of additional projects and opportunities, such as the Duke of Edinburgh Award, offered on a whole-year model, which begins in Year 9.

We have designed a curriculum, which we believe best suits the needs of our students, and which is reviewed annually. In Key Stage 3, there is a broad and balanced curriculum ensuring that all students experience the breadth of subjects, delivered by subject specialists. Key Stage 3 encompasses Years 7 and 8. There are opportunities for those students who need extra literacy support and numeracy support to receive this. As a school we are keen to enable students to experience as many different subjects and create pathways through key stages 3, 4 and 5 so that aspiration is high and individual needs are met. Year 9 is our Foundation Year for GCSE. We start to use the terminology and to introduce GCSE work into our lessons. Students begin their RS GCSE course at the beginning of Y9. This allows students to gain not just excellent subject knowledge, but a true understanding of what GCSE will be like in the subjects they are studying, which in turn helps them to make the right decisions at Guided Options.

Key Stage 4 offers students a wide variety of option subjects alongside core subjects. We are committed to enable every young person to aim high and study subjects which will help them to achieve long after they leave the school. There is a programme in place to help students to make these important choices which range from a Guided Options Evening, a UCAS session led by college tutors in which students look at the world of higher education and research some of the 50,000+ courses on offer,

E-Bacc has always been available as a group of subject choices to GCSE, however, for many this is seen as too restrictive to allow students to pursue future academic pathways of choice and denies earlier specialisation in chosen areas. The freer choice of more vocational options allows students, best suited to work-related learning, to gain early experience and qualification, which further enhance employability, engagement and future economic well-being. MFL is not compulsory for all, but Science is. For the most able/motivated, three separate sciences (GCSE Biology, GCSE Chemistry and GCSE Physics) are available. Other choices include general science in Trilogy Science GCSE. This means students are not restricted by their ability or interest in science, whilst having the option to take as much science as desired. A range of Options run each year, dependent on student uptake. Each year a small number of students may be funded to access courses off-site, to offer additional routes to further training and/or employment post-16 for those less engaged in academic study. Progression to further and higher education is good and there are few NEET students post-16

At Key Stage 5 we welcome, on average, 70+% of Year 11 students and an increasing number of students from other secondary schools. The College curriculum offers progression routes from Key Stage 4 courses. There is, once again, a large variety of courses, both academic and vocational. There is also a 3 into 3 course

which allows students who do not achieve the grades to progress onto level 3 courses to have a College Foundation Year to improve and add to their level 2 qualifications. The College also offers enrichment opportunities for all students to ensure that their applications to university and employers are enriched by additional courses, competitions and qualifications such as the Bar National Mock Trial and the Extended Project Qualification. The school's Sixth Form is developing to further support students of all abilities to continue their education in a meaningful way offering routes to university, apprenticeship and employment.

With the planned expansion of the school PAN for September 2018 considerable change is required to our current curriculum design. Added to this we have already agreed to changes to the KS5 curriculum design, moving to 3 A levels / BTEC courses at the beginning of Year 12 with increased teaching time. The following curriculum models plan for these changes. The planned increase in the PAN will also have an impact on the current banding situation for Year 7 – moving from 4 classes per band to 5 as the school expands.

CURRICULUM DESIGN

(lessons per year per subject in a two-week timetable)

current 2017 /18

	English	Maths	PE	RS	Science	MFL	History	Geog	Art	ICT	Drama	Music	Tech (DT/FT)	Tutor	Total
7	6	6	4	2	6	4	4	4	2	3	2	2	3	2	50
8	6	6	4	2	6	4	4	4	3	2	2	2	3	2	50
					BCP										
9	6	6	4	3	6	4	4	4	2	2	2	2	3	2	50
					BCP	Option A	Option B	Option C							
10	8	8	2	3	12	5	5	5						2	50
11	8	8	2	3	12	5	5	5						2	50
						5 lines - 4 options for yr 12, reduced to 3 for yr 13					CE				
12						12	12	12	12	12	2			2	64
13						9	9	9	9	9				2	47

Planned 2018/19

	English	Maths	PE	RS	Science	MFL	History	Geog	Art	ICT	Drama	Music	Tech (DT/FT)	Tutor	Total
7	6	6	4	2	6	4	4	4	2	3	2	2	3	2	50
8	6	6	4	2	6	4	4	4	3	2	2	2	3	2	50
					BCP										
9	6	6	4	3	6	4	4	4	2	2	2	2	3	2	50
					BCP	Option A	Option B	Option C							
10	8	8	2	3	12	5	5	5						2	50
11	8	8	2	3	12	5	5	5						2	50
						5 lines - 4 options for yr 12, reduced to 3 for yr 13					CE				
12						12	12	12	12	12	2			2	64
13						12	12	12	12	12				2	62

Planned 19/20

SCHOOL DESIGN

In order to support the school's core values and to deliver the SIP's objectives, a number of things are vital:

- The time and support to achieve outstanding teaching and Continued Professional Development for all staff;
- A rationalization of the staffing structure with clearly defined roles, responsibilities and remuneration linked to performance appraisal;
- A safe and effective site, providing high quality facilities and resources to raise aspiration and achievement;
- Clear and coherent policies leading to excellent and consistent practice, understood and applied by all;
- A clear understanding of and an active role in the range of communities within which we work and serve.

These strands run through the detailed objectives in the SIP and are intended collective outcomes of this shared vision, providing everyone with the direction, skills and resources to achieve the best school experience for our students.

KEY STRANDS OF THE SIP

There are now five main strands to school development, which provide strategic direction over the next three years and which are fundamental to the delivery of our mission. They are clearly very inter-related and offer both students and staff a context for their work within this school, within the local community and in the wider regional and national setting. They are:

- ✓ **Leadership and Resources**
- ✓ **Teaching and Learning**
- ✓ **Assessment and Student Outcomes**
- ✓ **Personal Development, Behaviour, Welfare and Safeguarding**
- ✓ **Enrichment and Community**

Subsequent pages offer an overview of all five strands with current priorities highlighted. Each strand has a more detailed plan not included in this Plan.

SIP 208-20 Key priorities:

SIP1 Quality of Leadership	Quality of Leadership	<ul style="list-style-type: none"> • Self-Evaluation: impact-focused and evidence-based • SLT Re-structure + review of roles/responsibilities • Review of Staffing Structure: TLR review; new incentives • Non-teacher rationalisation • L/ship succession plan: BHC, Careers, SEND/PP, Transition, Site, Catering, Exams • Teacher Workload review: PPA time; Directed Time; Data; Marking J • Improved accountability at all levels J
	Value for Money	<ul style="list-style-type: none"> • Financial reviews: BHC Sixth Form; Teaching School; Catch-Up; PPG; • FCMA: Staffing projections and recovery plan • MAT projected economies of scale; cross-school staffing audit
	Buildings Programme	<ul style="list-style-type: none"> • School Expansion planning for increased PAN: site; staffing; setting. • BHPS Site ‘master plan’: Science labs + refurbishment; Exams hall; Dining • ICT Development: PC-upgrade programme; MIS systems 3-yr plan; Web-sites ; printers
	Quality Mark	<ul style="list-style-type: none"> • External validation: Pupil Premium; Governance; SMSC/BV: Internat. School
SIP2 Quality of Teaching	Quality of Teaching	<ul style="list-style-type: none"> • QFT-focused CPD: personalised; ASPs; Appraisal objectives-related • Appraisal: QA review; policy review; staff training • Review MER: T2 observations; ASPs • Teacher appointments + temp contracts: BEICT; English; History; Science; Geog; MFL • Homework and Marking Review • Middle Leader training programme
	Curriculum Review	<ul style="list-style-type: none"> • Review of School Day; PSHE curriculum allocation • E-Baccalaureate preparation for increased cohort • Review of vocational offer • Review KS3 curriculum offer • MAT Y5-Y8 Transition development; Subject networks; primary liaison
SIP3 Quality of Student Outcomes	Assessment	<ul style="list-style-type: none"> • PPG/SEND course offer/exam access arrangements • Assessment + Reporting Calendar review: integrate KS3-5 data collection points • Literacy Review: Accelerated Reader impact; SPaG cross-curricular • Continued Progress 8 strategies: Study Support (yrs 7 -13)/revision prog
	Tracking + Intervention	<ul style="list-style-type: none"> • Data Progress Review (Y7-10)+ Target-Setting process • Student Groups: Boys; Middle Ab/4ab; HPA/raise 4LP; PPG; Catch-up Lit/Num; SEND.
SIP4 Quality of Personal Development	Behaviour for Learning	<ul style="list-style-type: none"> • Behaviour Standards MER: non-negotiables; points sanctions review. • Target Y9-11 Boys’ underperformance • Target performance/ behaviour of LPA SEND PP students • Attendance strategies review + targets: FSM/PP; UA; PA; gender. • PSD/Well-being: Student/Parent Voice; PSHE; D of E; assemblies SMSC/BV.
	Student Well-being	<ul style="list-style-type: none"> • Mental Health Review • Safeguarding: review of practice + capacity; site security (BHPS site) • E-Safety Workshops: Student; Parent; Staff
SIP5 Quality of Enrichment	Teaching School/MAT	<ul style="list-style-type: none"> • TSA Action Plan: expand School Direct programme; review SLE range/capacity • MAT School Improvement Strategy • CPD + Research: expand staff opportunities • Implement 10 year plan for teaching staff A
	Primary	<ul style="list-style-type: none"> • MAT Admissions Policy/Criteria Review • Develop Assessment + Subject networks: sharing best practice; future planning • Enhance Transition arrangements

	Post-16/BHC	<ul style="list-style-type: none"> • Sixth Form: curriculum offer evaluation; recruitment; retention; attendance
	Extra-curric.	<ul style="list-style-type: none"> • Participation rates + offer review.
	Community	<ul style="list-style-type: none"> • Investigate support opportunities: Fairtrade; Eco-schools Green Flag
	Parent Voice	<ul style="list-style-type: none"> • Parental engagement: communication; web-access
	Data Protect	<ul style="list-style-type: none"> • GDPR: appoint DPO; data-mapping exercise; breach response; ICT policies

	SIP Heading	Key Priorities 2018-19
SIP1	Leadership + Resources	Budget setting Admin staff review New DHT, BHC AHT, MLs ML training School expansion Buildings programme: BHPS; L/wire; RAC Policy reviews and GDPR Action Plan
SIP2	Teaching + Learning	INSET September Workload HW/Marking/SAM Learning Curriculum decisions and Timetable
SIP 3	Assessment + Stud.Outcomes	PPG Review/ staff roles KS5 expectations booklets
SIP 4	Personal Dev, Beh, Welfare + Safeguarding	New Parent App/SIMS In Touch Behaviour and Social Media focus Safeguarding changes, new guidance
SIP 5	Enrichment + Community	Marketing: BHC MAT Strategic Plan

The school is proactive in enhancing the essential support needed for this strategic vision. Consideration and financial support is given to provide the students with the best facilities and the staff with the resources and training needed to deliver the best learning opportunities. Annual benchmarking ensures best value for money.

SIP1: LEADERSHIP + RESOURCES

(To relentlessly embed ambition and secure continuous improvement at all levels 2014-17 SIP4)

SIP Objective	Actions	Intended impact (Success Criteria)	Cost	Leader	Timescale	Evidence (M)	Impact (E&R)
Leadership & Resources	<p>Establish links with Research Schools Network (EEF); Meols Cop & Aspirer Research school</p> <p>Investigate evidence based approach to School Improvement through best-practice visits.</p> <p>Identify intended impact/research themes/focus areas. Use TS network / Learn and Lead to broker visits to schools. Format for recording & reporting outcomes/findings/next steps. After a period of time must complete impact evaluation.</p> <p>Develop school format</p>	<p>Robust rationale for actions which focus on intended impact</p> <p>Leaders model “Start with the end in mind”</p> <p>Evaluations are impact-led with broad evidence base showing impact of actions</p> <p>School improvement is embedded in research and draws on a wide range of best practice</p>	<p>Research grants available?</p> <p>Cover costs</p>	<p>ASD</p> <p>ASD</p> <p>ASD/PC/JAW</p> <p>ASD/GB</p>	<p>Oct 2017</p> <p>Jan 2018</p> <p>Summer term 2018</p> <p>Nov 2017</p>	<p>Record of school visits with impact/actions resulting</p> <p>Research library</p> <ul style="list-style-type: none"> - ITT Maters level research - NQT/RQT impact projects - NPQML/SL & AL impact projects - EEF research projects <p>Evaluating Impact forms / case studies</p>	

	<p>for capturing impact of actions – e.g Every action starts with a question (link to appraisal objectives?) <i>What do I want to change about...? What does research show is the best way to...? How can I become more effective at...?</i></p> <p>Develop school-based research group (CPD)- draw on support from UoC (Masters accreditation)</p> <p>Create school research library (make evidence based research available – EEF / Chartered College)</p>						
			Masters credits, school contribution	ASD		Format for library (electronic/paper) agreed Oct/Nov	
				ASD/ESH AP		Ongoing development with review of material June 2018	
Leadership & Resources	<p>Consult staff/Governors on new Pay Policy and Appraisal Policy</p> <p>Review guidance for appraisal objectives for ML, SL and post-threshold teachers for 2017/18</p> <p>Training for appraisal reviewers (robust</p>	<p>A ‘Golden thread’ links SIP to DIP and to individuals’ appraisal objectives</p> <p>Detailed evidence is available which demonstrates the ‘Golden Thread’ (case studies)</p> <p>Appraisal objectives</p>	CPD time	<p>ASD/PC/JAW/Govs/Union reps</p> <p>ASD/PC</p> <p>ASD</p>	<p>Nov 2017</p> <p>Oct/Nov 2017</p> <p>TBC</p>	<p>Robust Appraisal objectives with clear rationale</p> <p>Appraisal objectives Mid-term/annual reviews</p> <p>QA review</p> <p>Mapping</p>	New policy ready for Sept – impact via quality of targets set

	<p>objective setting / impact focused review statements)</p> <p>Monitor and review quality of appraisal objectives</p> <p>Map objectives against SIP/DIP</p> <p>Map appraisal reviews against impact on SIP/DIP</p> <p>Investigate software (e.g. Blue Sky) to support SIP/DIP/Appraisal/CPD mapping</p>	<p>for all staff, especially leaders & teachers' post-threshold, are robust</p> <p>Appraisal reviews are impact focused</p>		<p>ASD/Cell Leaders</p> <p>ASD</p> <p>ASD</p>	<p>Nov 2017</p> <p>Dec 2017</p> <p>Nov 2017</p>	<p>SIP/DIP/Appraisal objectives</p> <p>Detailed case studies (NQT,RQT,Pre & Post-TH, ML,SL)</p>	
Leadership & Resources	<p>Evaluate impact of CPD programme for 2017/18 (teacher feedback, FLMA, observation spreadsheet)</p> <p>Use 10 year career plan to map uptake of CPD opportunities and impact of these on practice (link to case studies)</p>	<p>Leaders and Governors use high quality professional development to challenge and support teachers' improvement</p> <p>Staff reflect on and debate the way they teach. They feel deeply involved in their own prof devel</p>		GB/ ASD			

SIP2: TEACHING AND LEARNING

(To secure consistently outstanding teaching on a daily basis 2014-17 SIP2)

SIP Objective	Actions	Intended impact (Success Criteria)	Cost	Leader	Timescale	Evidence (M)	Impact (E&R)
Teaching & Learning	Use of T & L programmes through the TSA (ITP/OTP)	Reduce the variability in teaching to ensure that all teaching is at least good	Cover costs for attendees & facilitators (or twilight prog?)	ASD/GB			
Raise quality of teaching and learning	Clarify elements of Quality First Teaching CPD twilight training programme LTP to develop QFT Development of FLMA to support impact evaluation over time. Introduction of QFT to staff at Inset Individual CPD STPs planned and delivered. Determine methods for impact evaluation. Baseline testing Design and implement standardisation and moderation of T&L judgement/lesson observation/work scrutiny Additional Development Plans to support development of less effective colleagues	High levels of student engagement, involvement and participation. High expectations and regular points of challenge to stretch students' thinking and understanding. Regular checking of understanding against clearly defined outcomes. Differentiation of learning so all students, including LPA and SEND students, are appropriately challenged. Learning over time is maximised and at an appropriately rigorous pace.	£0 £400 per day SLE £30,000 for additional staff to provide cover time for ITP and OTP development.	GB	July 2017 July '17 Sep '18/'19/'20 Sep '18 July '17-May '18 Oct-Nov '18 Dec-Mar '18 Ongoing Ongoing July 18/'19/'20	Written feedback scrutiny Learning walks Lesson observation Learner voice FLMA Department Review External verification (SLE, MAT partners) Comparison to baseline information.	Increased awareness and clarity of QFT and specific elements within- Planning for people, planning for progress. Improved teaching from colleagues at 2c.

	Peer observations and VEO captures to share best practice Impact evaluation and next steps						
Raise standard of subject knowledge in the classroom	Review knowledge gaps in departments. Determine methods for impact evaluation. Appropriate internal/external CPD Impact Evaluation and next steps	Accurate and precise application of subject knowledge in the classroom.	£2000	GB/HODs	Jan18' Jan 18'-July '18, '19, '20	Lesson observations Learning walks FLMA	
Raise quality of presentation in books	Amend written feedback scrutiny to include a focus on presentation in books. Baseline test. Student non-negotiables to include reference to presentation. Impact Evaluation and next steps	Improved presentation of student work.	£0	GB PAM/GB GB	Jan '18 Feb '18 Nov '18 July '18, 19, '20	Written feedback scrutiny FLMA	
Raise quality of written literacy	Baseline testing Review current literacy policy Amend and launch new literacy policy Monitoring of consistency of application Impact evaluation and next steps	Improved literacy written skills SPaG	£0	GB	Dec '17 Jan '17 Ongoing July '18, 19, '20	Learning walks Written feedback scrutiny Comparison to baseline information. FLMA	
	Y6 literacy Bridging unit	Students continue making progress	Printing	LJP	May 2018	Student work Baseline testing	Secondary ready Catch up issues

		Accurate assessment of gaps in knowledge prior to starting in Sept					have begun to be addressed
	<p>Improve Y7 reading ages (esp in focus groups) Y6 students to be registered on AR after SATS and to begin AR to embed good habits for September</p> <p>Satellite library of AR books to rotate round primaries</p> <p>Primary colleagues to be trained in AR</p> <p>Parent event held in summer term 2</p>	AR will show improvements in reading ages from May 2018-Oct 2018	AR subscription	AR	May 2018	AR STAR test results	
Raise quality of homework	<p>Development of written feedback scrutiny to include focus on homework.</p> <p>Determine methods for impact evaluation.</p> <p>CPD STP on homework planned and delivered.</p> <p>Baseline testing</p> <p>Additional Development Plans to support development of less effective colleagues in this area.</p> <p>Investigate and decide</p>	Homework is used to enhance classroom learning, including the use of flipped learning.	£0/£4000 per year (<i>google classrooms/show my homework</i>)	GB	<p>July '17</p> <p>Dec '18</p> <p>Feb '18</p> <p>Mar '18</p> <p>Ongoing</p> <p>Apr '18</p> <p>Ongoing</p>	<p>Written feedback and homework scrutiny</p> <p>Comparison to baseline information.</p> <p>FLMA</p>	<p>Improved understanding of effective homework needing to be PUREST.</p> <p>Greater awareness of specific teachers causing concern in this area and actions taken to improve.</p>

	<p>upon online homework systems (such as google classrooms) to support homework</p> <p>Peer observations, VEO captures and written guidance to share best practice</p> <p>Training and roll out of new online homework system</p> <p>Impact evaluation and next steps</p>				Sep '18 July '18, '19, '20		
Raise quality of long and medium term planning	<p>Devise and implement GSHS objective and expected outcomes for long and medium term planning.</p> <p>Middle leader meeting focus on current Long and medium term planning- baseline testing and sharing of best practice.</p> <p>Departmental development of LTPs and schemes of learning.</p> <p>Impact evaluation and next steps</p>	<p>Departmental long term plans provide a shared, adaptable pathway through the years of a Key Stage, building on prior learning and planning for progress.</p> <p>Departmental schemes of learning provide engaging and challenging sequences of learning for all, providing opportunities to build, practise, apply and review learning.</p>	£0	<p>GB</p> <p>GB</p> <p>HODs, SLT/SLG leads</p> <p>GB</p>	<p>Nov '18</p> <p>Jan '19</p> <p>Ongoing</p> <p>July '18, 19, '20</p>	<p>Department planning</p> <p>FLMA</p> <p>Comparison to baseline information.</p>	<p>Improved clarity at senior level of success criteria of long and medium term planning.</p> <p>Time designated in next year's CPD to improve understanding and implement actions at middle leadership and teacher levels.</p>
	<p>Specific CPD –the pedagogical approach to teaching disadvantaged/SEND (dialogue specific)</p>	<p>Increased progress, attendance and participation for LPA, PP and SEND students.</p> <p>Gaps between PP and Non PP will diminish.</p>	PP funding – specific staff training	NT	<p>Progress, tracked after every data collection</p> <p>SIMS reports - termly</p>	<p>Data collection</p> <p>SIMs reports – rewards & behaviour</p> <p>Specialised group and individual PP</p>	

	<p>Review SEND training provided through SEND hub in Warrington.</p> <p>Specific M & E</p> <ul style="list-style-type: none"> ● SEND focus PCNT ● PP focus PAM ● Specific SEND/PP learner voice 	<p>Staff planning responds to needs of students – lesson observations and learner tracks show more engaged PP/SEND students and individual students challenged at the appropriate level in lessons</p> <p>Less behaviour issues recorded for PP/SEND and increased rewards given</p> <p>Learner voice reflects improvement in attitude and approach to learning</p>		<p>PC/NT/SA</p> <p>PC/NT/SA</p>	<p>CPD schedule – from Nov 17</p> <p>Progress, tracked after every data collection SIMS reports - termly</p> <p>Completed Feb 18</p>	<p>and SEND tracking reports</p> <p>CPD evaluations</p> <p>Learner evaluations</p> <p>Learner tracks</p>	
	<p>Increase shorter term targets for rewards and praise for PP</p> <p>Transition plan: Create a ‘Gateway’ group of GSHS core KS3 leads and yr 5/6 teachers- Termly focus:</p>	<p>Additional PP rewards for various aspects of improvement – attendance/behaviour & participation in extra curricular activities will increase.</p> <p>Yr 6-7 transition in Eng/Maths and Science smoother – shared outcomes with high expectations</p> <p>Increased knowledge of</p>	<p>PP funding for individuals</p> <p>Cover costs for core KS3 leads</p>	<p>PAM/SA/AS</p> <p>PAM/ASD/LF/AG/LP</p>	<p>After each data collection and individual target setting (2 weekly for some students)</p> <p>Formally begin Jan 18</p> <p>Transition units June 18</p> <p>Full strategy ready for Sept</p>	<p>SIMS data-House points</p> <p>Internal PP tracking info</p> <p>Attendance data</p> <p>Bridging SOL</p> <p>Target setting and clearer assessment processes implemented</p> <p>Minutes of</p>	<p>Increase shorter term targets for rewards and praise for PP</p> <p>transition plan: Create a ‘Gateway’ group of GSHS core KS3 leads and yr 5/6 teachers- Termly focus:</p>

	Pedagogy & Dialogue Assessment Transition SOL - shared yr 6/7 bridging unit – English and maths	common pedagogy at KS2/3 and assessment used – improved student outcomes			18.	meetings Yr 6/7 data	Pedagogy & Dialogue Assessment Transition SOL - shared yr 6/7 bridging unit – English and maths
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SIP3: ASSESSMENT AND STUDENT OUTCOMES

(To secure high outcomes for all students and to narrow all gaps 2014-17 SIP1)

SIP Objective	Actions	Intended impact (Success Criteria)	Cost	Leader	Timescale	Evidence (M)	Impact (E&R)
SIP 3 Assessment and Student Outcomes	Analyse KS4 curriculum offer in light of 2017 results	<ul style="list-style-type: none"> Curriculum offer supports the needs of the students and protects the school performance figures. Curriculum time is allocated either in line with similar schools or with clear rationale for allocation. 	0	KMB	(annual process) Dec 2017	<ul style="list-style-type: none"> Students on valid courses. Buckets full Prog 8 increases 	
	Analyse KS3 curriculum offer in light of 2017 results and school performance measures - Ebacc for 80% plus by 2022	<ul style="list-style-type: none"> Strategic plan for the growth in MFL at KS4. Results not compromised. Students still have a choice regards options 	0	KMB	Annual	<ul style="list-style-type: none"> Ebacc uptake increases Ebacc pass increases at 4,5+ 	
	Analyse KS3 curriculum offer in light of 2017 results and school performance measures - Options in year 9	<ul style="list-style-type: none"> Strategic SWOT analysis produced to consider a 3 year KS4 by moving the options earlier. 	0	KMB	Dec-18	<ul style="list-style-type: none"> Strategic decision made regarding KS3 curriculum for 2018 onwards 	

		<ul style="list-style-type: none"> • Strategic swot analysis to consider a hybrid year 9 with part options 					
	Analyse KS3 curriculum offer in light of 2017 results and school performance measures - KS3 languages and the offer for dual linguists Investigate how best to maximise Primary Mat languages	<ul style="list-style-type: none"> • If appropriate a plan for dual linguists is in place with a start for teaching Sept 19 • Build on language skills from primary to accelerate language progress 	0	KMB	Dec-18	<ul style="list-style-type: none"> • 2019 curriculum for dual linguist • Evaluated reason for no dual linguist provision 	
	Analyse KS3 curriculum offer in light of 2017 results and school performance measures - Plan for the increased PAN 2018	<ul style="list-style-type: none"> • A model produced and implemented for September 2018 without compromising on standards. • Adequate staffing levels maintained. • Pastoral care and guidance remain high quality. 	?	JAW/PC/KMB	Jan-18	<ul style="list-style-type: none"> • All students in year 7 placed in timetabled lessons. • Timetable is staffed with teachers with subject expertise • Students are happy, challenged and well cared for 	
	Analyse KS3 curriculum offer in light of 2017 results and school performance measures - Share good practice across MAT partners	<ul style="list-style-type: none"> • Smooth academic transition across primary/ secondary phase for students from MAT primaries. Reduction in yr7 repetition. 		SH		<ul style="list-style-type: none"> • Students engaged in new learning from day 1. • Reduction in KS3 dip 	
	Define HPA, MPA and LPA students on intake based on new KS2	<ul style="list-style-type: none"> • Pupils will be tracked individually, as a part of any disadvantaged 		KMB	Nov-17	<ul style="list-style-type: none"> • Outcomes will improve as it will allow a sharper 	

	measures	group, by gender but also by ability band.				focus during the MER process	
	Report to Govs the progress of pupils of differing ability bands across the curriculum. Agree targets for improvement on internal data with Govs and SLT - shared regular meetings with link Gov.	<ul style="list-style-type: none"> Progress and difference from targets is already reported to Govs in the Spring term. This will now include analysis by ability band and targets for improvement. These will be reviewed in the Summer term Govs report and final analysis, as well as being monitored during link Gov visits. 		KMB	Mar-17	<ul style="list-style-type: none"> Outcomes will improve with a specific focus on ability bands and disadvantaged by ability. Reports will closely reflect the new ROL (asp). 	
	Develop an action, impact and evaluation cycle for SLT/ middle leaders to use to show progress being tracked and improved.	<ul style="list-style-type: none"> MEAR cycle will be integral to the way data is used to inform decisions and track improvements. This data will form part of the evidence for Govs when reporting back on progress of targets set from the Gov analysis. 		KMB	Jan-18	<ul style="list-style-type: none"> Outcomes will improve and systems will be standardised. 	
	School reports will be reviewed - both profiles (years 9, 10, 11) and POS (years 7,8). Study support booklets will continue to be	<ul style="list-style-type: none"> Reports will be accessible to students and parents. They will understand what has been 		KMB	Jan-18	<ul style="list-style-type: none"> Outcomes will improve as parents and students will understand their progress and how 	

	written and issued.	<p>achieved and how to secure further progress.</p> <ul style="list-style-type: none"> • The study support booklets will support the next steps for learning and highlight how and where students and parents can gain additional materials to understand subject specific needs. 				to improve	
	Y7 Immersive catch up Y7 catch up students English.	Early catch up for students who need it	Cover rota	LJP	Sept 2018	Test results	
	<p>Extend PP tracking system in order to show show impact of interventions on attendance / progress Linked to pupil spend.</p> <p>introduce logging of PP interventions as well as</p>	<p>Gaps in attainment and progress between PP and Non PP are identified earlier and impact of interventions can be monitored more effectively. Focus on personalised intervention but will help us show impact on groups of students in a structured way.</p> <p>Earlier identification of students causing concern in all years to ensure appropriate action is taken.</p>	PP funding personalised intervention where necessary	SH/SA All staff	<p>Termly tracking Trial tracking Nov 17</p> <p>Half termly data</p>	PP Tracking data – SIMS reports	

	usual attendance at extra curricular activities on SIMS.	Record of wider participation and intervention will be able to be monitored so impact can be evaluated. Gaps between progress and attainment of PP and Non PP will diminish.			- begin Jan 18		
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SIP4: PERSONAL DEVELOPMENT, BEHAVIOUR, WELFARE AND SAFEGUARDING

(To secure consistently outstanding behaviour and high attendance by all groups of students 2014-17 SIP3)

SIP Objective	Actions	Intended impact (Success Criteria)	Cost	Leader	Timescale	Evidence (M)	Impact (E&R)
Behaviour in class – low level disruption / disengaged students	1.Embed staff non-negotiables 2.Review students' code of conduct and re-launch 3.INSET & CPD focused training / support 4.Re-launch SLT patrol / talent spotting 5.Monitoring of SIMS with instant intervention 6.Student satisfaction survey 7.Curriculum Review – Personalised pathways inc AP 8.'Mission Possible' –	Low level disruption decreases Engagement increases	Nil AP TBC TBC	PAM Input from GB	Jan 2018 Easter 2018	Lesson obs / learning walks feedback SIMS records INSET / CPD records Data collection	SIMS records show a greater increase in behaviour points across the whole school. However, we have a greater % of staff using SIMS on a daily basis v 3 years ago (25% increase). Lesson observations highlight behaviour as a WWW in X% of staff v Y% in 2016/17. 1.Ongoing focus into 2018/19 - consistency of implementation of

Year 9-10

staff non-negotiables
2.Code of conduct re-launched via assemblies and displays around school. This now becoming common language from staff with regard to expectations and discussion of concerns.
3.Behaviour training whole staff September 2018, including review of carousel type INSET / Training for staff in 2018/19 covering key areas of attachment, de-escalation techniques and mental health which may impact on behaviour..
4.SLT Patrol re-launch in Sept 2018 to support staff and maintain presence around school / targeting key hot spots.
5.HoH / PAM

							<p>monitoring SIMS and tackling areas of concern in a timely manner.</p> <p>6.Student satisfaction survey (whole school) in July 2018. Formalise through department FLMA for focused feedback.</p> <p>8.Cohort identified following Yr9 Options for Year 10 2018/19</p>
<p>Reporting to parents – accessible and meaningful</p> <p>(Inc Parent engagement)</p>	<p>1.Review implementation of SLG</p> <p>2.Parental engagement through Parent Voice, Website & ‘ParentMeet’ toolkit sessions</p>	<p>Improve parental engagement</p> <p>Increase parent’s understanding of behaviour, rewards & attendance</p> <p>Improve communication between parents & school</p>	SLG TBC	PAM	<p>Easter 2018</p> <p>Ongoing</p>	<p>Feedback to SLT & Govs</p> <p>Parental surveys</p>	<p>Parent App & Teacher APP starting September 2018. This will facilitate a more meaningful and efficient dialogue with parents – impact to be reviewed through 2018/19.</p> <p>Formalised programme of parental sessions to be mapped out for 2018/19</p>
<p>Continued growth of PD & improved Mental Health provision</p>	<p>Mental Health & Safeguarding Student Survey actioned</p>	<p>Inform Mental Health & Safeguarding Action Plan to best support students</p>	TBC	PAM / LKF	Jan 2018	<p>Survey feedback</p> <p>Info to SLT & Govs</p> <p>Action Plan</p>	<p>Well-being policy under review for September 2018, including student survey to inform</p>

							action plan. PAM & ASD facilitating training for MAT schools, including GSHS, on the above. Well-being award criteria under review to support action plan and accreditation as a 'Mentally Healthy School'
	Review structure of Personal Development Team (Inc PSHE, DofE, Careers & Mental Health)	Improve effectiveness of Personal Development delivery across whole school / MAT	TBC	PAM & PC	Easter 2018		New CIAG leader – AH.
	Review PSHE delivery as part of tutor contact time Embed Personal Development Curriculum across phases – MAT, GSHS & BHC	PSHE structure implemented to ensure positive experience for all students across all Key Stages	TBC	PAM, PC / LKF & HoH	Easter 2018	Feedback to SLT & Govs	
	Further develop and embed Student Leadership opportunities; Youth Health Champions, E-Safety ambassadors inc SHARP System develop, Peer Mentors,	Student engagement increases and signposts for all students to support. Students QA through external providers	TBC	PAM, JM, LKF	Feb 2018	External qualifications for Students Student Leader numbers increase	Leadership opportunities in place. External qualifications gained by Youth Health Champions (12 students) and Maths Award Leaders (35

							students) Further external accreditation to be pursued in 2018/19
	ParentMeet – Mental Health toolkit sessions based on Connect 5 (with KM & LKF)	Improve parental understanding of mental health & how to best support their child	TBC	PAM with KM & LKF	Feb 2018	Participation records	Programme to be re-launched in 2018/19 – updated training for staff
	Additional Mental Health Training for staff – inc specific Mental Health First Aid for select Pastoral staff	Improve staff awareness of MH Mental Health Lead Practitioners in school to support students	£500	PAM	Jan 2018	Training records Implementation of Mental Health First Aid staff	Training offer under review with well-being policy. 2018/19 training priority for key staff
Safeguarding developments	Explore inclusion hub to support vulnerable students, inc SEN, PP & LAC	Improved provision for vulnerable students to support engagement and progress, inc internal AP programmes	TBC	PAM / JM inc NT & HoH	Easter – July 2018	SLT report and action plan	
	Implement group programmes to best support vulnerable students.	Greater impact on student numbers , strategies to build individual resilience for students	TBC	PAM / JM	Easter 2018	Groups identified and completion of programmes, analysis of services through SLT feedback	Cohort 1 of girls group pilot started in June 2018 based on review of concerns / issues raised at Pastoral Concerns Meetings. Programme of courses for 2018/19 targeting key areas of concern / target groups.
	Fortnightly safeguarding bulletins to staff, students & parents (development	Improved understanding of live safeguarding issues for all stakeholders.	Min	PAM / JM	Dec 2017	Bulletins uploaded to GSHS website	Safeguarding section of website updated Bulletin launch in September 2018 in

	of safeguarding section on GSHS website)						conjunction with SIMS InTouch launch.
	Ongoing staff training for key issues	Staff equipped to best support students	Min	PAM / JM	Ongoing	Training records	Safeguarding training completed for whole staff, governors and key staff in pastoral team. INSET programme & optional drop in sessions to be offered from September 2018 for all staff.
Developments to support expansion of GSHS	Review school day & two week timetable	Is current structure fit for purpose? Feedback from students, parents and staff	Min	PAM / PC	Jan – April 2018	Feedback to SLT and Govs	
	Review HoH loading in relation to growth of student numbers	HoH to have capacity to best support students academic and social progress.	TBC	PAM / PC	Jan 2018	Feedback to SLT and Govs	
	Review transition structure / programme	Facilitate smooth transition for all students, inc vulnerable students	TBC	PAM / PC / JM	Jan 2018	Feedback to SLT, transition programme for partner primaries	Updated transition programme and paperwork implemented for Summer 2018 Review of transition programme to be reviewed following completion of Yr6 transition.
Student Leadership	Develop and embed links between Yr11 &	Student leadership progressions mapped out	Min	PAM / CIW	Ongoing	Student Leadership meeting minutes	On-going – map of provision under

	BHC	beyond Year 11 – engagement with BHC				and feedback to SLT	construction with BHC ambassadors BHC Presidents scheduled meetings with Yr11 Head Boy & Girl to develop links and bridge transition.
	Develop links from primary to GSHS through MAT development	Transition programme and opportunities mapped out across KS1-2-3-4 to support transition to GSHS.	TBC	PAM / PC	Jan 2018 onwards	SLT minutes, implementation of students leaders	Omega MAT Executive Student Council created Schedule of meetings launched for September 2018
	Development of HOBY programme	Maintain engagement with Yr10 HOBY programme and develop internal programme for Lower School student leaders	Min	PAM	Jan 2018	Student Leaders' minutes Programme details	Largest cohort of Yr10 HOBY delegates to date, inc 40% PP Internal programme developed by College Presidents & House Capts
Attendance	Update whole school attendance procedures Apply to all students Actions increased for FSM.	Increase in percentage of cohort FSM/PP students		JM/PAM	Ongoing	Attendance Data Report to Govs	
	FSM attendance – Earlier identification and strategies Early parental meetings Bespoke packages for some PP (FSM) - taxis/bus passes	Increased FSM attendance – cohort specific	PP funded for individuals	JM/SA		Attendance data Behaviour report C POMS entries	

<p>LAC/PP- early primary transition – identification and specific activities to arrange</p> <p>Expand parental engagement programme – family visits Burtonwood community hub</p> <p>Review provision for more complex and vulnerable PP/SEND students – investigate possibility of ‘support’ unit in school</p>	<p>Smoother transition for PP students – less anxiety/behaviour and social issues</p> <p>Improved outcomes, attendance and participation School aware of family financial issues in order to support individual students. More positive about school interactions and better parental attendance at school events</p> <p>Most vulnerable will still access lessons /have increased attendance and participation. Lower behaviour & safeguarding incidents.</p>	<p>PP funding to support this</p> <p>PP Staffing budget</p>	<p>PAM SA/AS</p> <p>JM/SA/AS</p> <p>PAM/JM for LAC & PP</p>	<p>From June 18</p> <p>Sept 18</p> <p>18-19</p>	<p>Learner evaluations/CPOMs entries/less form moves</p> <p>Parental contact logs Attendance at school activities Improved student participation and attendance</p>		
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SIP5: ENRICHMENT + COMMUNITY

(To secure outstanding value for money and to ensure that the school continues to be the local school of children in the community 2014-17 SIP5)

SIP Objective	Actions	Intended impact (Success Criteria)	Cost	Leader	Timescale	Evidence (M)	Impact (E&R)
ENRICHMENT + COMMUNITY	All the website is to be hosted on Wordpress to allow quick editing as needed	Remain compliant	0	JAW	Asap	Audit	

	All policies to be passed to LS when they are ratified for addition to the website	Compliance	0	SLT	Asap	Audit	
6th Form	Explore Prince William award for Yr 7 PP into yr 8.	Increased engagement, resilience and self esteem. Less behaviour concerns community	PP funding £ 3000 per year – whole cohort (2 groups)		Sept 18 Sept 18	Prince William award for Yr 7 PP into yr 8. Expand award to primary PP in 2018/19	
	Retention: 11 to 12 1.Enhanced programme in school: Develop use of student leadership team in promotional activities. Develop enhancements around MPA on the lines of the successful HPA programme Consistency of interviews – MAP & RMB perform all	Increased numbers retained from our own Year 11 – initially a return to the usual level Target of 180 is exceeded	Staff Time	MAP/RMB	Feb18	Analysis of intake trends broken down by levels of prior attainment, gender etc.	Current Y12 student team very active in all activities including our new year 11 and 10 summer experience days and links with primaries. All depts. required to produce standardised course materials to impact on all including MPA. Successful interview programme completed. Impact: Consistent advice, students on appropriate courses leading to

							<p>improved retention and results.</p> <p>Extra Y11 days in college for UCAS research, study skills for revision and two Master classes. Impact: Improved results, conversion of doubtful applications into definite for BHC – to be measured via survey in Sept</p>
	2.Development of science centre	Retention of scientists leaving us for Colleges such as Cronton	£??	JAW/CIW	Year2/3?	Building in place	<p>Currently many KS3/4 students use BHC. This has a negative impact on recruitment.</p> <p>Unlikely to change until new science lab construction provides further space in main school.</p> <p>Year 10 summer experience day to happen summer 2018 plus Y11 enrolment day</p>
	3.Minimise numbers of KS3/4 Students being taught in the college building	<p>Return to the perception with students that college is separate from school.</p> <p>Access to college by KS3/4 is used in planned enhancement and promotion events</p>	No direct cost to achieve this aim. This can be achieved when school expansion is complete	CIW/KLT		<p>Timetable indicates minimal use of College rooms by KS3/4 students. Target is again zero use</p> <p>Programme of events involving school students in college based</p>	

	<p>4.Improved promotional materials – Prospectus updated annually</p> <p>Use of App Further development of Website</p>	<p>Compete with the promotional materials used by our competitors</p>	<p>Prospectus approx. £1500 Postcards For 3 schools £160</p>	<p>CIW and team</p> <p>MAP</p>	<p>Nov 18</p> <p>Continual</p>	<p>activities</p> <p>Prospectus and other materials in place.</p> <p>Website vibrant, informative and up-to-date. App deployed and use statistics available</p>	<p>UniFrog purchased to be used from Year 9</p> <p>Excellent new prospectus delivered which matches competitor quality <i>Impact: Improved or maintained retention over time. Improved brand image. Retention is a multi-faceted area and difficult to measure the numerous +ve and –ve influences</i></p> <p><i>Impact; Ofsted evaluation and recruitment from other schools. Leaders ensure that the website for the sixth form is vibrant, up to date and informative. Clear information, advice and guidance are</i></p>
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							<i>available on the website and the successes of students are celebrated. OFSTED 2017</i>
	Retention: 12 to 13	Students on courses matching ability	Staff time				
	1. IAG appropriate to each student	Improved retention		RMB/MAP	Feb 2018	Improved retention 12-13	HOY identify specific dept underperformance by pupil after each data point and request intervention plans from HOD
	2. All courses 2 years		Zero cost		Sept 2018	Decrease in students leaving during year 12	
	3. Consistent departmental intervention for under achieving students	Improved retention – students not wanting to drop subjects. Improved results with better consistency across subjects	Extra Income	CIW		Courses in place	
	4. Policy change – students cannot be asked to leave due to academic progress – this would be deemed exclusion	Improved retention Increased funding related to increase in college numbers	Staff time	CIW / SLT	Nov 2018 to May 2019	Evidence of concern forms and other college e-systems related to impact	Impact: only 20 students have left during Y12 compared to 47 last year. Mostly left for Apprenticeships
	5. Share good practice across BTEC subjects – use Science based BTECs as model of good practice. Improve tracking of progress of BTEC	Students achieve at least Merit Average grade Distinction Students kept on track in all subjects Remove the end of	Extra Income	CIW	Now	Retention improved to national level or better	Awaiting implementation of google suite to allow redevelopment of college e-systems
			Staff Time	CIW + LS	Jan 2019	Consistent performance across all BTEC subjects and gender. Average grade distinction	Awaiting results

	<p>students</p> <p>6.Tracking data thoroughly analysed via FLMA and depts. set intervention plans</p>	<p>course backlog of work</p> <p>All students kept on track Improved College results Consistency across departments.</p>	<p>Staff time</p>	<p>regarding use of twilight</p> <p>CIW</p>	<p>Continual</p>	<p>FLMA monitor action plans and report progress. Depts. keep record of intervention and impact</p>	<p>Awaiting results</p> <p>RMB pursuing this with all depts. rather than just through FLMA Impact will be seen in improved results from mocks and OTF for HPA students</p>
<p>6th form Teaching and Learning</p>	<p>Vocational: Improving work experience options</p> <p>1. Introduction of career ready programme for up to 20 students</p>	<p>Enhanced opportunities in the workplace Mentoring for students unsure of future aspirations Development of career ready students</p>	<p>Zero in year 1 £1500 in year 2</p> <p>Staff time</p>	<p>RA and CIW</p>	<p>Year 1</p>	<p>Significant number of students enrolled with company mentor. Target in year 1 is 8+ Evaluation report in July 18 to inform Sept18</p>	<p>8 students successfully following this programme into Dec Y13. Target of 15 for new year 12 Impact will be measured through student evaluations in Autumn and student destinations</p>
	<p>2. Discussions with HOD's regarding use of visits to workplace and use of visiting speakers</p> <p>Curriculum review: how tracking</p>	<p>Enhanced understanding of application of theory in practice</p>	<p>Staff time</p>	<p>CIW and SLT via FLMA</p>	<p>Year 1</p>	<p>Lists of opportunities in departments available and updated</p>	<p>Staffing in place with EYFS qual makes Child Care</p>
	<p>1. See separate document for detailed future aspirations. Offer full diploma in</p>	<p>Retain students leaving us for these courses elsewhere and attract</p>	<p>Staffing cost of 5 periods</p>	<p>CIW/HJS</p>	<p>In place for Sept18</p>	<p>Good level of</p>	<p>Staffing in place with EYFS qual makes Child Care</p>

	<p>H&S</p> <p>2.Continue to offer the additional Vocational programmes from 2017_18 offer and the A Levels deemed un-viable Feb 17 with proviso that numbers must be sufficient for the course to be part of the offer in Feb18 and/or allowed to proceed in Aug18</p>	<p>external students</p> <p>Vast majority of subjects have viable numbers. Courses un-viable will not be run but will be offered again the following year.</p>	<p>a week in year 1 and 10 periods a week in year 2 for H&S</p> <p>Staffing costs modelled</p>	<p>CIW/JAW /PC/KLT</p>	<p>Decision Feb17</p> <p>Feb18 for Course Offer Aug18 for Course removal</p>	<p>uptake Contribution to college numbers</p> <p>Report of numbers applying by subject Removal of low number subjects from offer Produce watch list of other subjects at risk for August Interviews</p>	<p>more likely. Awaiting final enrolment</p> <p>Impact: Unviable courses have been cut for September 18 – Theatre Studies, Perf.Arts, Sports Minority subjects of MFL and Music to continue. Less subjects offered on multiple lines giving less choice but more viable class sizes. Impact: Budget savings</p>
<p>6th Form Assessment and Student outcomes</p>	<p>Evaluations: Trends versus action; Boys?</p> <p>1.Trend analysis to: Check validity of Ofsted claim – is it just based on one year?</p> <p>2.Compare trend analysis of gender with prior attainment levels</p>	<p>Consistency of performance by Gender related to prior achievement Consistency of performance across subjects and academic / Vocational</p>	<p>Staff Time</p>	<p>CIW</p>	<p>Year 1</p>	<p>Report providing analysis and indication of any further actions required CIP</p>	<p>Analysis of Year 13 March mocks identified MPA boys are underachieving. Centralised BTEC tracking and consistent department materials plus subject IAG</p>

	<p>3. Subject based analysis of these trends – are certain subjects under-achieving with Boys?</p> <p>4. Respond to any significant trends discovered via action plans</p> <p>Performance against prior attainment: top grades/VA</p> <p>1. Trend analysis of A*AB grades against prior attainment, including gender</p> <p>2. Subject analysis leading to Action plans where needed</p> <p>3. Action plans for depts.. identified with pattern of –ve VA</p> <p>4. All departments to re-visit extended reading lists and resources in LRC. Schemes to include flagging up extended</p>	<p>Improved levels of achievement in the A*AB measures</p> <p>Consistency of achievement across all A Level subjects</p> <p>Consistency of achievement across all A Level subjects</p>	<p>Staff time</p>	<p>CIW and SLT via FLMA</p> <p>CIW and SLT via FLMA</p>	<p>Year 1</p> <p>Year 1</p>	<p>Report on A*AB linking past performance and prior attainment profile with predictions.</p> <p>Action plans in place</p> <p>Action plans in place</p>	<p>monitored by college introduced to impact here for Aug 19</p> <p>August 18 results will identify subjects requiring specific intervention plan and closer monitoring</p> <p>Year 13 analysis identified HPA students not achieving as high as expected. Analysis shows impact of unconditional offers on these students. Individuals identified to depts. for intervention</p> <p>Action for September Impact: Wider reading,</p>
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	<p>reading opportunities</p> <p>5. Analysis of impact of AS on these measures. Removal of AS – analyse impact on historical to inform predicted</p> <p>Improved results and consistency</p> <p>Departments to develop Y13 revision packs and plan booster sessions including Y12 material</p>	<p>Stretch and challenge for A grade students – subject specific</p> <p>Accuracy of future predictions.</p> <p>mpact on results and VA leading to consistency across departments</p>	<p>Staff Time</p>	<p>RMB and SLT via FLMA</p> <p>CIW</p> <p>MAP, RMB and Hods</p>	<p>Year 1</p> <p>Year 1</p> <p>Year 1 and 2</p>	<p>Updated reading lists in place</p> <p>Report linking past to prediction. Review in September 18</p> <p>Materials in place in all A level subjects.</p> <p>Booster sessions delivered. Results improve with more consistency across subjects</p>	<p>particularly HPA leading to expected results and improved personal statements. Increased Oxbridge / Russell success</p> <p>Awaiting results</p> <p>Awaiting results</p> <p>Currently being actioned and monitored</p> <p>Implemented across all Y13 A level subjects</p> <p>Impact: Results</p>
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SCHOOL TARGETS 2018-201

Key Stage 4 Academic targets:

% Levels Progress

% GCSE/BTEC equivalent

	2016-17	English		Maths		P8	Basics	5+ E+M	5+ A* C	5 A*-C E+M		5+ A* G	3+ A*/A	APS C8
		3LP	4LP	3LP	4LP					PP/ Non-PP	Boys/Girls			
2014-15	Last year - Act	81	37.1	74.1	31.6	0.08	70.3	62.8	69.3	39.4 / 65.8	59.2 / 66.9	98.3	26.4	328.56
2015-16	Leavers – Pred actual	82.5 82.4	42.6 37.9	80.6 77.9	37 27.7	0.14 -0.13	74.7 72.7	73 68.3	79.5 74.4	37.9 / 76.9 41.4 / 71.6	65.7 / 84.3 60.1 / 81.7	99 99.7	29.7	341.36 333.29
2016-17	Y11 – FFT/ S(LA)	81	35	79	34	0.15	85.3	70	90	80	73 / 67	99	27.7	364.5
2017-18	Y10 – FFT/ S(KS3)	85	43	73	44			77	90	59 / 77		99		367.33
2018-19	Y9 – FFT/S	83	42	76	33	-0.59	66.3	80	91	39.4 / 69.7	63.7 / 69.8	99	36.3	370.61
2019- 20														
2020 -21														

Key Stage 5 Academic Targets:

	2016-17	KS4 Average Points	KS2 APS	Progress	Attainment	%AAB incl.2 facilitating subjects	% of cohort achieving 3 A*-E	% of cohort achieving 2 A*-E	Retention (Nat)
2014-15	Last Year	45.3	28.8	-0.07 Not Sig	207 Av. Grade C	11%	77%	91%	98% (94%)
2015-16	Leavers actual	44.9	28.0	+0.1	212 C	12%	66%	85%	98%
2016-17	Y13	42.9 (All Y12 prior to leavers)	28.4	+0.2	215 C+	12%	75%	90%	98%

2017-18	Y12	n/a	28.3	+0.2	215 (C+)	12%	75%	90%	98%
2018-19	Y11	n/a	29.4	+0.3	225 (B-)	15%	80%	90%	98%
2019-20	Y10								
20120-21									

Key Stage 5 Vocational Targets – Note that due to a mixed BTEC / A level cohort the substantial quals measure for 2 and 3 quals is capped.

	2016-17	Progress	Attainment	% Achieving 3+ Substantial Quals. (A*-C Equiv)	% Achieving 2+ Substantial Quals. (A*-E Equiv)	% Achieving 1+ Substantial Quals. (A*-E Equiv)	Retention (Nat)
2014-15	Last Year	0.16 Not Sig	225 Av. Grade Distinction	23% (Max 23%)	69% (Max 72%)	100% (Max 100%)	90% (87%)
2015-16 <i>actual</i>	Leavers New style BTEC's	+ve VA	210 Merit+	22% (Max 23%)	53% (Max 54%)	100% (Max 100%)	95%
2016-17	Y13	+ve VA	Merit+	21% (Max 21%)	56% (Max 56%)	100% (Max 100%)	95%
2017-18	Y12	Dependent on BTEC cohort size					
2018-19	Y11						
2019-20	Y10						

Destinations (2 year Lag) – In university/Apprenticeship/Employment after 1 Yr of leaving

	2011 (Actual)	2012 (Actual)	2013 (Actual)	2014 (Predicted)	2015 (Predicted)
BHC	86%	85%	90%	90%	92%
National	74%	71%	73%	N/A	N/A

SCHOOL TARGETS 2017 - 20

Attendance targets:

HT1-5 (to May h/t)	% Persistent Absence	% Authorised Absence	% Unauthorised Absence	% Attendance Y7-11	% Attendance Pupil Premium	%PP girls/boys	%Non PP girls/boys
2014-15	3.0 @ 15%	3.4%	0.7%	95.9%	91.62%	94.10% (g) 93.90% (b)	95.62% (g) 96.01% (b)
2015-16	3.8 @ 10%	2.9%	1.00%	96.1%	92.85%	93.43% (g) 92.63% (b)	96.2% (g) 96.75% (b)
2016-17	3.5%	2.6%	0.7%	96.4%	93.15%	93.73% (g) 92.93% (b)	96.5% (g) 96.95% (b)
2017-18	3.3%	2.4%	0.5%	96.6%	93.35%	93.93% (g) 93.13% (b)	96.7% (g) 97.15 (b)
2018-19	3.1%	2.2%	0.3%	96.8%	93.55%	94.13% (g) 93.33% (b)	96.9% (g) 97.35% (b)
2019- 20							
2020 -21							

Exclusion targets:

Fixed-term Exclusions	No. of Exclusions			No. of Students			Total no. of Days	Permanent Exclusions		
	Total	PP	SEND	Total	PP	SEND		Total	PP	SEND
2013-14	74	23	22	36	11	9	262	0	0	0
2014-15	46	17	13	29	9	8	170.5	3	2	0
2015-16	43	22	12	27	12	6	109	1	1	1
2016-17	38	15	10	25	10	5	105	1	0	0
2017-18	35	12	8	23	8	4	95	0	0	0
2018-19	31	10	5	21	6	3	90	0	0	0
2019- 20										
2020 -21										

Interim SLT Responsibilities 2018

JAW	PC	AK	KB
EX HT	HT	FD	DHT
SSE+SEF	SIP	Budget + Finance	Assessment/LAL + Reporting
Succession planning	Policies	Premises Man+ Blds dev	Data+Target-setting/Tracking

Appointments	Staffing + HR	Admin/Office	WSV
PRP Overview	Appraisal Policy	Catering in-house	Intervention Strategy
Governance	SLT Line-management	Cleaning contract	Catch-up: Lit/Num
MAT Planning/CEO	Inspection	H + S/Compliance	Curriculum review
Budget planning	SCR	Lettings	Setting/Banding
Staff Voice: wload review	Middle Ability	VfM + SFVS	Y9 Options
School Day Review	Mission+ Values	Payroll planning	Equal Ops/Racist incidents
Blds: development/BHPS	Blds: Livewire	Blds: Science	Admissions
ASD Website AHT	PAM SEND AHT English	GB AHT	CW Geography AHT Yr 9
Teaching School +TSA	Behaviour +Isolation	T+L policy + practice	BHC Review
School Direct/ITT	Safeguarding/ dep DSL	MER/QA (*)	KS5 Data+ Attendance
Leadership programmes	Exclusions + AP	Homework + Marking	ICT Strategy
NQT/RQT	PSD + D of E Mental Health	Teacher Support Plans	School Census
Staff Induction	Rewards	Middle Ability	VLE
Appraisal (*)	Student Voice + SC	CPD	Quality Nominee
10-yr professional plans	Student L/ship	History	BEICT
Chartered College	Assemblies		
Professional Mentor (MMU)	LAC PP		
RS			

Calendar for 2017-18

														KT					MC					AH					JM				
														SLG					SLG					SLG					DSL/Full Member of SLT				
m	t	w	th	f	m	t	w	th	f	m	t	w	th	f	m	t	w	th	f	m	t	w	th	f	m	t	w	th	f				
														Music					Yr 8					Library / Literacy									
														Yr 7										45									

Aug		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
Sep					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
Oct	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
Nov			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
Dec					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
Jan	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
Feb				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28		
Mar				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
Apr	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
May		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
Jun					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
Jul	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
Aug			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31

INSET days

1.9.17 in school
 24.11.17 twilight
 5.1.18 in school
 23.7.18 twilight
 24.7.18 twilight

T1: 36/39 195
 T2: 31/28
 T3: 24/37

Calendar for 2018-19

	m	t	w	th	f	m	t	w	th	f	m	t	w	th	f	m	t	w	th	f	m	t	w	th	f
Aug			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
Sep	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
Oct	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
Nov				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
Dec	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
Jan		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
Feb					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	
Mar					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
Apr	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
May			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
Jun	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
Jul	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
Aug				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30

INSET days

3.9.18 in school
 30.11.18 twilight
 3.1.19 twilight
 4.1.19 twilight
 7.1.19 in school

T1: 35/40 195
 T2: 32/30
 T3: 28/35

Calendar for 2019-20

	m	t	w	th	f	m	t	w	th	f	m	t	w	th	f	m	t	w	th	f	m	t	w	th	f
Aug				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
Sep	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
Oct		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
Nov					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
Dec	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
Jan			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
Feb	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
Mar	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
Apr			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
May					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
Jun	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
Jul			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
Aug	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				

INSET days

2.9.19 in school
 29.11.19 twilight
 23.12.19 twilight
 3.1.20 twilight
 6.1.20 in school

T1: 35/39 195
 T2: 30/30
 T3: 24/35