



## THE JOHN FISHER SCHOOL

# School Development Plan – Extended Version

This document identifies the key priority areas for the school for the academic year based on the progress that has been made over the previous three years. This will allow departments, year groups and other teams to develop their own plans that take account of whole school priorities whilst enabling them to work on other issues that are priorities for their areas. This strategic document highlights the need to enhance our strengths and address our strategic priorities, in order to continue to raise standards and meet the needs of all our students.

In October 2013 Ofsted inspectors rated our school as being 'Good', with a number of outstanding areas identified, and in November 2013 The Archdiocese of Southwark Section 48 Inspection rated the school as 'Outstanding'.

The Ofsted report identified the following key areas which should be a focus for our school improvement.

*Increase the proportion of outstanding teaching to raise students' achievement, particularly for the most able students and those supported by the pupil premium, by ensuring that:*

- *in all lessons, teachers consistently use questioning that is well targeted to make sure that students have understood the work and to deepen their understanding further*
- *students' work is always closely matched to their needs and abilities and they are given more opportunities to investigate and carry out research for themselves*
- *all teachers implement the school's assessment policy so that students' work is marked consistently and all students know how to improve it*
- *students know that they are required to respond to teachers' comments to show that they have understood how to improve their work.*

The Section 48 report identified the following:

*Governors, Headteacher and staff should:*

- *Keep the curriculum under review, to ensure the time allocated to Religious Education is in line with the requirements of the Bishops' Conference.*
- *Review the workload of the current Head of Department and consider the issue of succession planning in relation to leadership of the Religious Education Department.*
- *Provide further professional development to teaching staff, to further enhance the quality of collective worship.*

A summary of the progress made through each of the priority areas of the 2014 – 2016 SDP includes:

**LEADERSHIP AND MANAGEMENT:**

As a result of rigorous on-going self-evaluation governors and senior leaders know the school well and ensure weaker areas are held to account and supported to improve. Middle leaders secure high quality provision within their own areas which has resulted in good outcomes for students. Budget planning and monitoring is robust and forensic in order to fully address the challenges of a reducing budget.

***How this was achieved:***

- A review of the curriculum at all key stages has led to the introduction of a number of new subjects providing a more broad and balanced curriculum offer. There is now a new 3 year Key Stage 4 programme.
- Middle Leadership CPD has created capacity for whole school improvement. Middle Leaders have led the development of the school Appraisal process from September 2015.
- There has been a successful restructuring of the role of Governors at the school to ensure appropriate levels of monitoring and involvement in strategic vision.

**TEACHING, LEARNING AND ASSESSMENT:**

The curriculum offered is broad and balanced, promotes an enjoyment for learning and supports high aspiration and high achievement. Lesson observations are extremely positive with the vast majority judged against standards as established or enhanced. Lesson observations are undertaken as part of the Performance Development cycle by SLT reviewers and at other times during the year by middle leaders. The school has a robust system of Performance Development that holds both teaching and support staff to account for their performance and supports continuing professional and personal development. CPD supports the key priorities of the school and is used effectively to enhance professional classroom practice. There is a highly effective programme of intervention across the school to support underachieving students or to enable students to catch up.

***How this was achieved:***

- Internal Review days, Outset days and annual external reviews have been embedded in the calendar and have been a key part of our own process of evaluation and reflection.
- The introduction, for all teaching staff of more tightly focused CPD sessions is having significant impact. Staff members either select or are directed to a particular CPD pathway.
- There is now more effective use of data tracking which is securing improvement for all student groupings with a particular focus on the most able.

**PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE:**

Safeguarding is outstanding with policy and practice in place that is robust and consistent. Students and parents/carers overwhelmingly feel the school is a safe environment. Staff members receive regular safeguarding training which supports the school environment to be safe and helps the most vulnerable students remain safe outside of school. School behaviour systems are clear and robust which ensures a calm, purposeful atmosphere is maintained across the school. Relationships are extremely positive with students consistently demonstrating a positive, considerate and respectful attitude. Attendance and punctuality are outstanding and the number of exclusions is significantly below the national average. Provision for social, moral, spiritual and cultural education, including British Values is very strong and embedded across the curriculum.

***How this was achieved:***

- A Behaviour for Learning review, led by Directors of Learning, is fostering a culture of self-regulation. Low level disruption is rare and the number of exclusions is extremely low.
- New systems have been embedded regarding attendance and punctuality both of which are now outstanding.
- A more structured approach to spiritual life opportunities at all key stages, including a retreat programme for students in each Key Stage.

**IMPACT ON STUDENTS OUTCOMES AT GCSE:**

- In 2014 the school's VA score was 1011 and in 2015 it was 1020. Whilst 2015 outcomes on First Entry were consistent with 2014, Best Entry showed a 9% increase.
- From 2015 to 2016, 3 levels of progress in English increased from 87% to 91% and 4 levels of progress increased from 38% to 49%. In Maths, 3 levels of progress increased from 85% to 89% and 4 levels of progress increased from 45% to 53%.
- In 2016, 91% A\*-C in GCSE Maths & 95% A\*-C in GCSE English. In 2016 83% GCSE 5 A\*-C including English & Maths.
- In 2017, 92% 4+ in GCSE Maths & 86 4+% A\*-C English. 80% GCSE 5 A\*-C/4+ including English & Maths.
- Student progress for FSM (ever6) (24) and SEN Support (15) are higher performing and have improved significantly since 2016. Student progress for Lower attainers (30) remains higher performing. In Maths, student progress for Lower attainers (30) and Other Asian (17) are significantly above national. SEN Support (15) is also a higher performing group in Maths. Student progress for Black African (23), EAL (12), and Higher attainers (71) are lower performing but not significantly so. In English, student progress for Black African (23), FSM (in last 6 years) (13), and SEN support (15) are lower performing but not significantly so.

**IMPACT ON STUDENT OUTCOMES 16-19:**

- The performance of students at both AS and A level has improved since 2013 with excellent grades at A\*, A & B. In 2016, the school had 61% A-B grades at A-level and a 100% pass rate putting it in the top 12% of schools in the country. L3VA was 0.04 in 2014, 0.15 in 2015 and 0.28 in 2016.
- Sixth Form outcomes are consistently 'above average'. Progress has consistently been at least good. In 2016, the L3VA score of 0.28 in the Sixth Form put The John Fisher School in the top 12% of schools in the country. In 2017, we are expecting the L3VA score to be 0.07. Re-take outcomes in English and Maths have been above the national average.
- A-level results judged 'Very Good' (ALPs – August 2017) and 'Outstanding' (ALPs - August 2016).
- The 3 year 'T' score 2015-2017 is a '3' ('Excellent').

Our School Development Plan priorities have to be identified in those areas in which we need to focus our efforts, to ensure that the improvement in our standards continues. These priorities will be the key areas upon which all departmental, pastoral and other specific groups can set their specific development targets for the coming academic year. It must do so in such a way that the threads of development can be clearly identified and built upon from year to year – even if the tasks/processes are changed. Therefore, all SDP priorities will inform target setting, be monitored and evaluated systematically, and with rigour, in order that the school is able to sustain its excellence across all of the Key Stages.

## **STRATEGIC PRIORITIES 2017-2018**

The Core mission of The John Fisher School is to instil aspiration so that our students excel academically, culturally and in a sporting context.

In our self-improving institution, this will be achieved through the following 5 key priorities.

### **Leadership and Management:**

- Sustain the improvement in performance of key groups at Key Stage 4.
- Strengthen the accountability and development of Governance (refer to separate action plan).

### **Teaching, Learning and Assessment:**

- Develop strong oracy and literacy skills across the curriculum and ensure that there are planned opportunities for students to investigate and research.
- Develop a new curriculum which secures high levels of engagement from students and promotes student leadership.

### **Personal Development, Behaviour and Welfare:**

- Further strengthen safeguarding policies and operational guidance for all staff so that safeguarding remains the responsibility of everyone.
- Foster a culture of self-regulating students who can conduct themselves correctly in lessons and represent the school with pride outside of lessons.

### **Outcomes:**

- Ensure groups of learners such as PP students, students with SEND and students from minority ethnic backgrounds make excellent progress.
- Ensure quality first teaching and focused intervention for students with BESD.

### **16-19 Study Programmes:**

- Secure outstanding attainment and progress outcomes at both A-level and Btec.
- Maintain our curriculum breadth and opportunities for academic distinction whilst providing rigorous financial management and ensuring economic viability.

1. Leadership & Management

1a Staffing - succession planning processes.						
In Charge: HT		Monitored by: Governors' Resources Committee				
		Reported to: Full Governing Body				
No.	Action to be taken	Expected Outcomes	Completed by	Resources/ Cost	Notes	
i.	Review roles & responsibilities of SLT, including programme of secondments.	<ul style="list-style-type: none"> <li>SLT review promotes staff engagement in senior leadership posts.</li> <li>Senior staff engaged in higher level training/qualifications (e.g. NPQH).</li> <li>Middle leaders engaged in appropriate courses (NPQSL/NPQML/'Diverse Leaders').</li> <li>Succession planning processes in place.</li> </ul>	Ongoing	A restructuring of the SLT would require additional HR support if positions were going to be made redundant.	Stone King fee: £5700	
1b To improve consultation with key Stakeholders.						
In Charge: DEA		Monitored by: Parent Governor, J Graham				
		Reported to: Governors' SLAW Committee				
No.	Action to be taken	Expected Outcomes	Completed by	Resources/ Cost	Notes	
i.	Published programme of parental workshops established.	<ul style="list-style-type: none"> <li>Secure feedback from parents/carers on a range of issues including SRE to help inform SLT and Governors.</li> <li>Variety of consultation processes coverage of all parents/carers.</li> </ul>	Ongoing			

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	ii.	Improve communication with parents/carers using social media.	<ul style="list-style-type: none"> <li>• Development of new website.</li> <li>• Establish LinkedIn account.</li> <li>• Range of school Facebook &amp; Twitter accounts.</li> </ul>	Ongoing	Approx. £4000	
<b>1c</b>	<b>Development of School Buildings and Premises</b>					
	In Charge: HT/MC		Monitored by: Governor J Hession			
			Reported to: Governors' Resources Committee			
	No.	Action to be taken	Expected Outcomes	Completed by	Resources/ Cost	Notes
	i.	Full school building review to establish priorities in order to address key issues.	<ul style="list-style-type: none"> <li>• Clear vision of the school building articulated to all stakeholders. Examples of developments required include (i) the Sixth Form (ii) Inclusion department (iii) The Chapel.</li> <li>• Liaison with Diocese &amp; LA raises awareness of condition of school premises and facilities.</li> </ul>	Ongoing	-Sixth Form development (approx. £50,000) -Inclusion area & additional staff member – approx. £20,000	Contributions expected from the Rochester fund, Harrisons & The JFA.  Furnishings have already been sought at no charge.
	ii.	Maximise all sources of revenue in order to sustain and improve premises.	<ul style="list-style-type: none"> <li>• Funding through LCVAP, LA, DfE.</li> <li>• If approved Academy Capital Funding bids to renovate Science block.</li> <li>• See 1e re: marketing (lettings) and partnership/sponsorship work.</li> </ul>	Ongoing		
<b>1d</b>	<b>Strengthen the accountability and development of Governance (refer to separate action plan).</b>					
	In Charge: Chair of Governors/HT		Monitored by: Chair & Vice Chair of Governors			
			Reported to: Full Governing Body			
	No.	Action to be taken	Expected Outcomes	Completed by	Resources/ Cost	Notes
	i.	Link Governor structure established.	<ul style="list-style-type: none"> <li>• Statutory responsibilities agreed and in place.</li> <li>• Effective monitoring through</li> </ul>	Ongoing		Will be confirmed at the FGB meeting on 14.11.17

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			<p>challenge questioning, holding school to account for key issues e.g. student progress, safeguarding, standards, etc.</p> <ul style="list-style-type: none"> <li>Improved lines of responsibility/accountability.</li> </ul>			
ii.	Governors complete self-review.		<ul style="list-style-type: none"> <li>Key areas of responsibility and committees operating effectively.</li> <li>Identify areas for co-opted Governors e.g. finance.</li> <li>Commission external review.</li> </ul>	March 2017	External Review: £1000	
iii.	Restructured committee structure established.		<ul style="list-style-type: none"> <li>Make more effective use of Governor and staff time.</li> <li>Appointment of an effective clerk ensuring more strategic focus.</li> <li>All policies reviewed/adopted by appropriate committees.</li> </ul>	September 2017	Cost of advertising Clerking position	

<b>1e</b>	<b>Improve Marketing and Publicity.</b>					
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In Charge: MC, DEA		Monitored by: Governors' Resources Committee			
		Reported to: Full Governing Body			
No.	Action to be taken	Expected Outcomes	Completed by	Resources/ Cost	Notes
i.	Lettings Policy in place and managed in order to make effective use of facilities.	<ul style="list-style-type: none"> <li>Lettings policy in place and operational – understood by stakeholders.</li> <li>Clarity in income expected from lettings.</li> <li>Expected income agreed by Resources Committee.</li> </ul>	Ongoing		
ii.	Review of Open Evenings and Open Mornings.	<ul style="list-style-type: none"> <li>A review of all 'Open' events in order to ensure that oversubscription continues.</li> </ul>	October 2017	Cost of potential new Sixth Form prospectus & advertising cost in Croydon Advertiser.	<p>Parent's company (Triooffset) paid in 2016 but we have used a different provider in 2017 (200 copies of the new Sixth Form prospectus).</p> <p>Advertising cost of Croydon Advertiser (£600+)</p>

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	iii.	Staff Recruitment.	<ul style="list-style-type: none"> <li>Review of recruitment processes.</li> <li>More effective use of recruitment outlets – e.g. parishes, Eteach, TES, etc to ensure value for money.</li> <li>Involvement in Sutton SCITT – establish Science hub &amp; possibly a Geography hub in the future.</li> </ul>	Ongoing	£13,995 subscription for the TES.	
1f	<b>(i)Ensure that the school has a balanced budget over the next 3 year period – see separate deficit recovery plan</b>					
	<b>(ii)Develop effective partnerships with our alumni, other school networks and businesses.</b>					
In Charge: HT/MC/DEA		Monitored by: (i) Governor T Hazeldine (ii) Governor S Drury				
		Reported to: Governors' Resources Committee				
No.	Action to be taken	Expected Outcomes	Completed by	Resources/ Cost	Notes	
i	Increase the number of commercial partners.	<ul style="list-style-type: none"> <li>Number of commercial partners increased from 5 (2016/17) to 8 (2017/18)</li> </ul>	July 2018		Increase the number of local businesses taken students for work experience, offering employment and sponsoring the school in different ways.	
ii	Build an up to date database, joining up the Old Boys database, including 2017 leavers' information, with the new Alumni database.	<ul style="list-style-type: none"> <li>Greater number of Alumni invited to school events each term.</li> </ul>	May 2018		Admin support from Examinations Officer.	
iii	Develop links with a range of Universities that represent a range of subjects to provide a unique insight for students in Year12/13.	<ul style="list-style-type: none"> <li>A bespoke/unique application process and favourable entry requirements for John Fisher students.</li> </ul>	July 2018	Time needed to visit and Cost of travel £500	Using Cardiff Met as an example, create Universities in different sectors which students may wish to visit/hear from. Building links with School Leaver Program providers.	

1g Ensure that the school calendar remains up-to-date, avoid potential clashes with trips/visits and ensure parents/carers are kept well informed regarding important events.						
In Charge: SLA		Monitored by: Chair of Governors' SLAW Committee, Link Governor				
		Reported to: Governors' SLAW Committee				
No.	Action to be taken	Expected Outcomes	Completed by	Resources/ Cost	Notes	
i	Weekly review of calendar and Evolve applications. Cross reference with Sims Cover to avoid clashes. Publish weekly bulletin to all staff. Ensure all applications follow identical procedure with relevant safeguards and key documents.	<ul style="list-style-type: none"> <li>Reduction in number of clashes and knock-on impact on staffing costs for supply cover.</li> <li>Reduction in impact on student learning in class therefore increased learning time in class.</li> <li>Staff better informed of key events and messages.</li> <li>Reduction in number of students being removed from trips for poor behaviour.</li> <li>Improved safeguards on trips and visits.</li> </ul>	Ongoing		Educational visits folder updated on Z drive	
ii	Key events and communications sent to OWE for uploading on web-site. Key events circulated to neighbours.	<ul style="list-style-type: none"> <li>Improved communication for all stakeholders.</li> <li>Improved relationships with local community.</li> </ul>	Ongoing			

## 2. Teaching, Learning & Assessment

2a Develop a new curriculum which secures high levels of engagement from students and promotes student leadership.						
In Charge: SMI		Monitored by: Governors' SLAW Committee				
		Reported to: Full Governing Body				
No.	Action to be taken	Expected Outcomes	Completed by	Resources/ Cost	Notes	
i	Complete a staff and governors consultation exercise on the design of a new curriculum for the school.	<ul style="list-style-type: none"> <li>An interim report that details the outcomes of the consultation will be presented to SLT and the Governing Body</li> </ul>	January 2018	Time	A parent information evening and consultation will need to take place outlining any proposed changes to the curriculum and structure of the school day	
ii						

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	iii	Consultation with parents to develop understanding and vision for new curriculum. This will involve a number of events including the Year 8 expectations evening.	<ul style="list-style-type: none"> <li>Feedback will inform interim and final recommendations</li> <li>Make evidence-informed decisions surrounding curriculum reform at the John Fisher School</li> <li>Using findings of research, consultation that are detailed in the interim report to inform plan for review day 3.</li> <li>Ratification of new curriculum model (Spring term FGB meeting)</li> </ul>	January 2018		<p>An indicative options choice process will be useful in projecting final KS4 groupings and therefore staffing needs as the enlarged year groups move into KS4</p> <p>Other activities to include visits to other schools with similar curriculum structures (e.g. Wimbledon College)</p> <p>As previously a report would be produced and presented to SLT on the learning from the SSAT national conference</p> <p>Projected FCMA for various curriculum models</p> <p>Impact of changes to the structure of the school day need to be evaluated.</p>
	iv	Research into effective curricula models employed in other similar schools. HT to attend the SSAT National Conference 2017 – theme is 'Illuminating Learning'.		December 2017		
	v	Plan and use effectively Review Day 3 to inform curriculum review process		January 2018		
		Present agreed and costed new curriculum model in final report to SLT and Governing Body		March 2018		

<b>2b</b>	<b>Develop strong oracy and literacy skills across the curriculum and ensure that there are planned opportunities for students to investigate and research.</b>					
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	In Charge: JOH		Monitored by: Governor J Weir			
			Reported to: Governors' SLAW Committee			
No.	Action to be taken	Expected Outcomes	Completed by	Resources/ Cost	Notes	
i	CPD working party to develop oracy across the curriculum	<ul style="list-style-type: none"> <li>Improved consistency of delivery, increased opportunities and developed understanding</li> </ul>	June 2018	External CPD as available	CPD led by MCZ – outcome to be part of Review Days	
ii	CPD working party to develop literacy across the curriculum	<ul style="list-style-type: none"> <li>Improved consistency of delivery, increased opportunities and developed understanding</li> </ul>	June 2018	Potential cover to allow visit to Year 6	CPD led by BM and EVA – outcome to be part of Review Days	
iii	Ensure consistent marking of literacy by improved communication and literacy foci	<ul style="list-style-type: none"> <li>Basic issues of literacy are addressed and students are able to recognise that we are all teachers of literacy</li> <li>Increasing numbers of students of all ages involved in assemblies, worship,</li> </ul>	June 2018	No	JOH to work with BM on this, with support by SD	

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	iv	Increase the opportunities for students to speak publically in more structured opportunities	form activities, etc.	June 2018	No	SLT and DoLs will be involved in identifying opportunities
	v	Ensure consistency between KS2 and KS3	<ul style="list-style-type: none"> <li>Students use common literacy terms beyond English and in review, can identify consistency</li> </ul>	Dec 2017	No	This has commenced in summer term 2017
<b>2c</b>	<b>Monitoring of Teaching, Learning – focus on role of Subject Leaders and Directors of Learning.</b>					
	In Charge: DEA		Monitored by: Chair of SLAW Committee			
			Reported to: Governors' SLAW Committee			
	<b>No.</b>	<b>Action to be taken</b>	<b>Expected Outcomes</b>	<b>Completed by</b>	<b>Resources/ Cost</b>	<b>Notes</b>
	i.	Embed a new 3 year KS4 Curriculum.	<ul style="list-style-type: none"> <li>Successful options process for Yr 8 students.</li> <li>All parents/carers will be fully aware of the 'why' behind the change.</li> <li>All parents/carers will be fully informed of the process to be able to support their son.</li> <li>All students will be aware of the options available to them and the content of the various specifications.</li> </ul>	Ongoing		Options evening required. Open morning required. Follow up at parents evening if necessary.
	ii.	Restructured staff CPD sessions.	<ul style="list-style-type: none"> <li>Continued Weekly Middle Leader briefings and Subject Leader on Wednesdays to identify key issues of focus and development.</li> <li>Increased involvement of Middle Leaders and UPS teachers as CPD leaders.</li> <li>Structured feedback from PiXL sessions.</li> <li>Establish CPD Pathways.</li> </ul>	September 2017	PiXL subscription £3,150  Total CPD cost £9,000-£10,000	JOH circulates a weekly Middle leader briefing sheet.  CPD responds more to direct Departmental needs and is developed in-house.
	iii.	Programme of monitoring established on school calendar – lesson observations, learning walks, work scrutiny, homework monitoring, etc.	<ul style="list-style-type: none"> <li>Evidence of consistent practice across all departments.</li> <li>Book monitoring reflects consistent Assessment for Learning, Assessment objectives</li> </ul>	Ongoing		Work scrutiny needs to remain a high profile.

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			<ul style="list-style-type: none"> <li>identified in each lesson.</li> <li>Assessment for Learning processes embedded – i.e. use of green pens, stamps and stickers is established. Increased focus on student feedback and use of praise.</li> </ul>			
iv.	SLT weekly line management meetings with Subject Leaders.	<ul style="list-style-type: none"> <li>Agreed programme of monitoring holding Subject Leaders and Directors of Learning accountable for monitoring of standards in departments and year teams.</li> <li>Focus on agreed targets, identified at examination review meetings in September 2017.</li> <li>Improve confidence with parents/carers regarding homework, marking, etc.</li> <li>Positive impact of Appraisal processes.</li> </ul>	Ongoing			Examination Review meetings useful, plus post-Yr 11 Pre Public Exam reviews.
<b>2d</b>	<b>SEN – Ensure groups of learners such as PP students, students with SEND and students from minority ethnic backgrounds make excellent progress.</b>					
In Charge: MSI/JOH/OWE		Monitored by: Chair of SLAW Committee, Link Governor				
		Reported to : Governors' SLAW Committee				
No.	Action to be taken	Expected Outcomes	Completed by	Resources/ Cost	Notes	
i	Effective line management of SEN.	<ul style="list-style-type: none"> <li>Improved communication within SEN department and all staff.</li> <li>PSP, Advisory notes, intervention by TAs, etc. reviewed.</li> </ul>	September 2017		Ongoing review of impact.	
ii.	Half-termly monitoring of SEN & PP progress.	<ul style="list-style-type: none"> <li>Review by departments following Interim Monitoring periods.</li> <li>Parents/carers engaged in process earlier and more regularly.</li> <li>Closing the gap outcomes show improving trends in levels of progress–report to FGB.</li> </ul>	Ongoing		Ongoing. Progress reported to Teaching, Learning & Assessment meetings established.  ASP data 2016 to be presented to FGB in the Spring term.	

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iii.	Increase awareness of SEND responsibilities.	<ul style="list-style-type: none"> <li>• Whole staff CPD in autumn term on SEND policy and responsibilities.</li> <li>• Effective use of TAs in classroom.</li> <li>• A focus on differentiation in all learning activities.</li> <li>• All departments address SEND issues on a regular basis through meetings.</li> <li>• Seating plans identify SEN/PPs consistently across all subjects.</li> </ul>	Ongoing		<p>Staff aware of changes but CPD sessions remain ongoing. Learning Walks completed and report given to all staff with www/ebi.</p> <p>Clear focus on differentiation in all lesson observations/Learning walks, and focus of Seating plans.</p>
iv.	Additional mentoring opportunities – Aspirations, Oxbridge, etc. Staff INSET on UCAS.	<ul style="list-style-type: none"> <li>• One-to-one mentoring programme established.</li> <li>• Higher expectations of progression to Higher Education including increase in Oxbridge/Medicine/Russell Group applications.</li> </ul>	Ongoing	Staff inset UCAS.	

**2e Improve Appraisal procedures.**

In Charge: HT		Monitored by: Governors' Pay Committee			
		Reported to: Full Governing Body			
No.	Action to be taken	Expected Outcomes	Completed by	Resources/Costs	Notes
i.	Governor review of Pay Policy following first complete cycle.	<ul style="list-style-type: none"> <li>• Staff training for SLT and 'Reviewers' enables effective Appraisal process.</li> <li>• Staff awareness of Appraisal – link to new standards and existing post-threshold standards.</li> </ul>	Spring term 2018		

**2f Improve effectiveness of Assessment to support learning.**

In Charge: OWE & DoL's		Monitored by: Chair of SLAW Committee, Link Governor			
		Reported to: Governors' SLAW Committee			
No.	Action to be taken	Expected Outcomes	Completed by	Resources/Costs	Notes
i.	Fine Grading and Target grades.	<ul style="list-style-type: none"> <li>• Introduce and embed Sub grades</li> </ul>	September		

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			in Key Stage 4 linked to new GCSE grading system.	2017		
	ii.	Review Days.	<ul style="list-style-type: none"> <li>• Include 'book looks', students/staff interviews as part of the review days and a Governor/s are involved.</li> </ul>	Ongoing		
	iii.	Use of Data.	<ul style="list-style-type: none"> <li>• Ensure the performance of all Year's 10-13 groups is kept 'live'.</li> </ul>	Ongoing		
	iv.	Student profile cards.	<ul style="list-style-type: none"> <li>• Use student profile cards in Years 11, 12 &amp; 13.</li> </ul>	Ongoing		

**2g Ensure that the levels of challenge and demand within lessons are high for the more able students and ensure that any underperformance is dealt with swiftly.**

In Charge: HT/JOH	Monitored by: Chair of SLAW Committee, Link Governor
	Reported to: Governors' SLAW Committee

No.	Action to be taken	Expected Outcomes	Completed by	Resources/ Cost	Notes
i	Plan and deliver CPD to develop teaching and learning and establish a culture of sharing good practice.	<ul style="list-style-type: none"> <li>• Lesson observations demonstrate that all teachers and leaders of T&amp;L are meeting career stage expectations in terms of:</li> </ul>	March 2018	Resources for CPD.	
ii	Further develop the use of CPD Pathways across the school to embed QFT and differentiation to increase knowledge and skills of teachers and support staff of learning difficulties, teaching and learning strategies, and differentiations.	<ul style="list-style-type: none"> <li>• Classroom climate that is conducive to learning is evident from lesson observations.</li> </ul>			
iii	Deliver CPD and Share and Show to encourage student led learning and learning to learn strategies. Deliver CPD on Growth Mindset and metacognition (evidenced as having a high impact on student outcomes).	<ul style="list-style-type: none"> <li>• The layout of classrooms to promote independent and student led learning.</li> <li>• Levels of challenge providing additional challenges in classwork and extended work.</li> </ul>			
iv	Forensic analysis of student assessment data across subjects to establish cross-curricular provision for additional support, initially this has focused on areas of underperformance. Review existing provision for MA/G&T	<ul style="list-style-type: none"> <li>• Teacher expectation and level of challenge in lessons increases, providing differentiated learning that challenges every student in the class in relation to their starting point</li> <li>• Collaborative, student led and independent learning</li> <li>• Increased use of Questioning, and</li> </ul>			

v	<p>Monitor the impact of the G&amp;T tutor group (11GAM)</p> <p>Produce a curriculum provision map for MA/G&amp;T students</p> <p>Develop a programme of activities and opportunities for MA/G&amp;T students</p> <p>Review lesson observation documentation from formal observations to assess the level of challenge in lessons</p>	<p>Assessment for Learning strategies</p> <ul style="list-style-type: none"> <li>• Students make good progress relative to their starting point.</li> <li>• Students demonstrate independence, resilience and relentless curiosity in their learning</li> <li>• Students acquire metacognitive skills to support their learning.</li> <li>• Data that provides meaningful information to support students that fall behind and underachieve.</li> <li>• All students are meeting and/or exceeding national expectations/targets in all aspects of the curriculum.</li> <li>• Review impact of this new initiative</li> <li>• Working with SLs to identify cross-curricular opportunities to develop the MA/G&amp;T programme</li> <li>• This is an on-going process but dependent upon the success of 11G&amp;T reflect on this approach with other year groups</li> <li>• Develop a CPD programme that promotes challenge or deeper learning approach to lesson planning (e.g. book-ending)</li> </ul>	<p>October 31st 1<sup>st</sup> January 2018</p> <p>30<sup>th</sup> June</p>	<p>Time with GAM</p>	<p>MA students identified from CATS scores</p> <p>G&amp;T students identified by individual department areas.</p>
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2h	<b>Establish close links with our main Primary schools all year round, in different areas with subject specialists.</b>				
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	In Charge: EVA		Monitored by: Chair of SLAW Committee, Link Governor		
			Reported to: Governors' SLAW Committee		
	No.	Action to be taken	Expected Outcomes	Completed by	Resources/ Cost
i	CPD on transition issues	<ul style="list-style-type: none"> <li>• Increased awareness of KS2</li> </ul>	July 2018	Cover to visit feeder schools	CPD led by EVA but we expect to increase the number of colleagues making visits to feeder schools.
ii	Investigate alternative ways of teaching Year 7 students, both	<ul style="list-style-type: none"> <li>• A plan is agreed for actions from Sept</li> </ul>	April 2018	No	This needs to be completed early enough

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	iii	in terms of T&L and organisation in the curriculum Develop further opportunities for KS2 students to attend learning activities at JFS	2018 <ul style="list-style-type: none"> <li>Subjects beyond Maths create learning events at JFS – notably in creative subjects and Hi/Gg</li> <li>Evidence is collated of visits and reflections, plus subsequent impact</li> <li>Dialogue is opened and primary colleagues are supported</li> </ul>	July 2018	Cover	to permit any timetable/staffing implications.  This can only really happen in gained time or on Saturdays so will need to be looked at in terms of logistics. Needs to be coordinated.  This needs to be coordinated – many feeders have open mornings now.  We need a 2 way process.
	iv	Encourage more colleagues to visit feeder schools to observe learning and review work		July 2018	Cover	
	v	Invite primary colleagues to visit Year 7 and offer reflections, plus meet with subject colleagues		July 2018	None	

3. Personal Development, Behaviour & Welfare

<b>3a</b>	<b>Further strengthen safeguarding policies and operational guidance for all staff so that safeguarding remains the responsibility of everyone.</b>					
	In Charge: MSI		Monitored by: Chair of SLAW Committee, Link Governor			
			Reported to: Governors' SLAW Committee			
	No.	Action to be taken	Expected Outcomes	Completed by	Resources/ Cost	Notes
	i.	Create a culture of vigilance.	<ul style="list-style-type: none"> <li>New Safeguarding procedures in place at main reception.</li> <li>Improved signage, trip hazards removed, improved lighting, more mats, additional bag storage and Room One improved.</li> <li>Improved communication through use of walkie talkies and Culture walk rota.</li> <li>An effective emergency plan is in place and 'Lockdown' procedures are embedded.</li> </ul>	Ongoing		

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	ii.	Improve attendance and punctuality.	<ul style="list-style-type: none"> <li>• More attendance interventions.</li> <li>• New punctuality procedures.</li> </ul>	January 2018	Cost of L.A's service (Julia Cohen) to be confirmed	
	iii.	Behaviour for Learning.	<ul style="list-style-type: none"> <li>• Consistent approach from all staff.</li> <li>• Reduced low level disruption.</li> <li>• Reduced low level disruption.</li> <li>• Parental engagement improved at all levels.</li> </ul>	September 2017		Keep Kids Safe texts. SLT letters home (standard letters for breaches of school rules). Expectations Evenings.
	iv	Ensure that the school is ready for the General Data Protection Regulation (GDPR).	<ul style="list-style-type: none"> <li>• Create a Data protection policy and privacy notice.</li> <li>• Ensure that a senior leader and Governor representative have had adequate training.</li> </ul>	May 2018		Clerk to Governors attended training 09.11.17

**3b**

**Reduce the number of fixed term exclusions across the school.**

In Charge: MSI		Monitored by: Governor E Samuels				
		Reported to : Governors' SLAW Committee				
No.	Action to be taken	Expected Outcomes	Completed by	Resources/ Cost	Notes	
i.	Review of existing inclusion/exclusion arrangements in coordination with Behaviour for Learning review.	<ul style="list-style-type: none"> <li>• Seek alternatives to Fixed Term Exclusions.</li> <li>• Greater opportunities for ELSA support.</li> <li>• Internal exclusion effective in supporting learning across all subjects.</li> <li>• Clarity of purpose – supported by students, staff and parents/carers.</li> </ul>	September 2017		Greater involvement of TA's/Inclusion Coordinator/SENDCo with new inclusion room (ASPIRE).	
ii.	Focus on issues relating to SEND and medical needs. Review processes and practice.	<ul style="list-style-type: none"> <li>• Reduction in SEN exclusions across Key Stage 3 &amp; Key Stage 4.</li> <li>• Role of SENDCO/Inclusion Co-Coordinator reviewed.</li> <li>• Revised monitoring forms, PSPs</li> </ul>	Ongoing		AHT/SENDCo now line-managed by SLA - weekly meetings. AHT/SENDCo line-manages Inclusion Officer. Inco attends SEND meetings.	

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			<p>etc. reflect raised awareness of SEND.</p> <ul style="list-style-type: none"> <li>• Student support/resources established and effective.</li> </ul>			New policy and protocols circulated to relevant staff.
	iii.	Reduction in fixed term exclusions of students of black origin.	<ul style="list-style-type: none"> <li>• Inclusion work ongoing in dealing with issues identified through behaviour for learning data. Introduction of Fit2Learn programme, YPS1+, 'Mighty Men of Valour', 'Playinaday' programme.</li> </ul>	Autumn 2017	Use of 'NumberWorks' tbc	
<b>3c</b>	<b>SEND – ensure impact of new statutory requirements of SEND policy and practices, including medical needs.</b>					
In Charge: MSI		Monitored by: Chair of SLAW Committee, Link Governor				
		Reported to : Governors' SLAW Committee				
No.	Action to be taken	Expected Outcomes	Completed by	Resources/ Cost	Notes	
i.	Establish SEND Policies and Medical Needs policy and processes.	<ul style="list-style-type: none"> <li>• Local offer &amp; processes adopted.</li> <li>• Publicity to key stakeholders in place.</li> </ul>	September 2017		On school website and circulated to relevant staff.	
ii.	Staff CPD.	<ul style="list-style-type: none"> <li>• Staff aware of SEND requirements.</li> <li>• Positive impact on quality of teaching, learning and progress.</li> <li>• Regular focus in staff and department meetings.</li> </ul>	September 2017	CPD sessions		
iii.	Review local offer processes.	<ul style="list-style-type: none"> <li>• Fortnightly review of SEN/Inclusion issues.</li> <li>• Improved communication with key staff including Directors of Learning and Subject Leaders.</li> </ul>	Ongoing			
iv.	Role of TAs reviewed.	<ul style="list-style-type: none"> <li>• Improved use of TAs in addressing identified SEND issues.</li> <li>• CPD issues addressed.</li> <li>• Revised Appraisal identifies impact of TAs.</li> </ul>	Ongoing	CPD as appropriate		

**3d Ensure groups of learners such as PP students, students with SEND and students from minority ethnic backgrounds make excellent progress.**

In Charge: MSI/JOH/OWE	Monitored by: Chair of SLAW Committee, Link Governor
	Reported to : Governors' SLAW Committee

No.	Action to be taken	Expected Outcomes	Completed by	Resources/ Cost	Notes
i	<p>Increased monitoring of the progress of disadvantaged groups of students using live school data such as MATRIX, Student data and Raise-Online, FFT to develop individual or action plans.</p> <p>Forensic analysis of student assessment data across subjects to establish cross-curricular provision for additional support, initially this has focused on Literacy and Numeracy interventions and will also focus on work with Subject Leaders.</p> <p>Develop and implement interventions to close the gap between groups of SEN students and peers.</p>	<ul style="list-style-type: none"> <li>Increased monitoring and the development of bespoke interventions to maximise progress and achievement. Regular monitoring and evaluation of teaching across the school especially for their specific subjects/Year groups.</li> <li>Data provides meaningful information to support students that fall behind and underachieve.</li> <li>All students are meeting and/or exceeding national expectations/targets in all aspects of literacy and numeracy with no underperforming groups.</li> <li>Students demonstrate high levels of literacy and numeracy across the curriculum with increased access to the curriculum.</li> <li>Department data reviews highlight gaps and appropriate strategies to close them. Disadvantaged Action Plan embedded, reviewed and evaluated.</li> </ul>	March 2018	<p>Resources for additional support.</p> <p>Staff/resources to provide interventions.</p> <p>Financial costs for teachers -Saturdays – focusing on specific subjects.</p> <p>Financial costs for teachers- Sport For Thought Initiative (approx. £2000)</p>	<p>The creation of Achievement Services Panel or opportunities for subject leaders to meet and discuss underachieving disadvantaged students and collaboratively develop individual and group actions plans.</p>
ii					
iii					

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<b>3e</b>	In Charge: MSI		Monitored by: Chair of SLAW Committee, Link Governor			
			Reported to : Governors' SLAW Committee			
	No.	Action to be taken	Expected Outcomes	Completed by	Resources/ Cost	Notes
	i	Further develop the use of CPD Pathways across the school to increase the knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.	<ul style="list-style-type: none"> <li>Increased knowledge of teaching and supporting students with BESD</li> <li>Effective use of practical strategies to engage and teach students with BESD</li> <li>Staff actively involved in promoting positive behaviour.</li> <li>Staff being able to engage and manage students with challenging behaviours.</li> <li>Staff being able to Plan For Positive Behaviour</li> <li>Students being able to self-regulate and manage their own behaviours and access the curriculum.</li> <li>Decrease in class disruptions and poor behaviour</li> </ul>	March 2018	Resources for CPD.	
ii	Supporting staff to establish a positive relationship and framework for classroom discipline to manage students' behaviour constructively and promote independence.					
iii	Mentoring and coaching staff in understanding the communicative function of managing behaviour.					
<b>3f</b>	<b>Foster a culture of self-regulating students who can conduct themselves correctly in lessons and represent the school with pride outside of lessons.</b>					
	In Charge: MSI		Monitored by: Chair of SLAW Committee, Link Governor			
			Reported to : Governors' SLAW Committee			
	No.	Action to be taken	Expected Outcomes	Completed by	Resources/ Cost	Notes
i	Review B4L following 2 <sup>nd</sup> year of improved	<ul style="list-style-type: none"> <li>B4L process fully embedded.</li> <li>Key stakeholders take ownership of</li> </ul>	Ongoing	CPD visiting speakers	Pastoral folder with relevant resources accessible to all on Z drive.	

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		behaviour ladder.	<p>process</p> <ul style="list-style-type: none"> <li>• Parent/carer involvement earlier on in the process</li> <li>• Consistency of practice from staff</li> <li>• SLT reduced role in interventions</li> <li>• Recommendations to SLT/Governors</li> <li>• Introduction of 'communication App'.</li> </ul>		(refreshments &/or Jack Petchey money)	
	ii	To monitor and develop Aspire 3 new facilities to support our most needy students and prevent the use of FTE, managed moves or Permanent Exclusions. Establish agreed protocols for all stakeholders to follow consistently.	<ul style="list-style-type: none"> <li>• Reduced low level disruption</li> <li>• Short mid and long term facilities to keep more students in school and lessons.</li> <li>• Improved resources for work and study</li> </ul>	Ongoing	Cost of App and CPD	Christmas launch for App.
	iii	Introduce a single central after school detention to reduce non-attendance and impact on staff supervision. Embed lunchtime punctuality and break time poor behaviour detention in room 4.	<ul style="list-style-type: none"> <li>• Reduction in students failing to attend multiple detentions.</li> <li>• Positive impact on staff well-being and work life balance.</li> <li>• Simpler data collection and overall 20% reduction in number of detentions given in first year of trial.</li> <li>• Reduction by 20% year on year of punctuality detentions and by 30% of lunchtime out of lessons detentions.</li> </ul>	Ongoing	CPD in Sims behaviour management Staffing rota	Sutton Support booklets on Z drive (Pastoral folder)
	iv	Maintain highest behaviour expectations out of lesson and whilst in uniform. Regular reminders by Senior Staff at Team meetings to remind students and staff of expected behaviour.	<ul style="list-style-type: none"> <li>• Reduction in the number of complaints from neighbours and members of the public.</li> <li>• Clear message understood by all stakeholders.</li> <li>• Increased use of plasma messages as visual reminders.</li> </ul>	Ongoing		Standard letters home and regular themes for team meetings.
	v	Develop the work of Senior and Junior prefects to permit students to have more	<ul style="list-style-type: none"> <li>• Students supported and regulated by peers in the first instance</li> <li>• Yr8/9 prefects in Yr7 playground Yr11/12 in main playground.</li> </ul>	Ongoing	Cost lunches and CPD (JR)	

	influence within and without JFS. Duty rotas breaks & tuck support	<ul style="list-style-type: none"> <li>• Students on duty in high viz supervising at breaks.</li> <li>• Reduced number of staff on duty by summer term.</li> </ul>			
<b>3g</b>	<b>Provide opportunities across the school to develop students as leaders.</b>				
	In Charge: DFE	Monitored by: Chair of SLAW Committee, Link Governor			
		Reported to : Governors' SLAW Committee			
No.	Action to be taken	Expected Outcomes	Completed by	Resources/ Cost	Notes
	Book on course	<ul style="list-style-type: none"> <li>• Complete accreditation for CCPR Leadership award.</li> <li>• 20 students to be accredited Leaders.</li> <li>• Year 13 House Captains to have enhanced roles in the House System including assemblies, meetings with House Coordinators and Form House Captains.</li> <li>• Year 13 House captains to be responsible for assisting or running a House Event.</li> <li>• Kennedy Cup run by Head Boy and Deputies alongside House Captains.</li> <li>• Form House Captains to be elected and have term limits to encourage participation</li> <li>• First Give' House competition student-led Charity competition with EVA .</li> </ul>	<p>April 2018</p> <p>July 2018 July 2018</p> <p>July 2018</p> <p>November 2018 November 2018</p>	£300	

<b>3h</b>	<b>Increase student participation in the Duke of Edinburgh Award, in House events and in a range of excurricular activities which reflect our students' diverse interests.</b>					
	In Charge: DFE		Monitored by: Chair of SLAW Committee, Link Governor			
			Reported to : Governors ' SLAW Committee			
	No.	Action to be taken	Expected Outcomes	Completed by	Resources/ Cost	Notes
	Raise awareness of Duke of Edinburgh Award Scheme  Increased range of extra-curricular activities to be developed	<ul style="list-style-type: none"> <li>20 students minimum complete D of E Bronze DofE presentations at Parent expectation evenings by OSB</li> <li>Relaunched House event calendar that contains Sporting, Cultural and Academic opportunities</li> <li>New competitions based on student feedback (basketball, debating, cooking etc.)</li> </ul>	July 2018  July 2018  October 2018			

#### 4. Outcomes

<b>4a</b>	<b>Student Progress - Expected Levels of Progress (ELP) and Above Expected Levels of Progress (AELP) and Progress 8 measure embedded and 'Gaps' narrowed.</b>					
	In Charge: OWE		Monitored by: Chair of SLAW Committee, Link Governor			
			Reported to : Governors ' SLAW Committee			
	No.	Action to be taken	Expected Outcomes	Completed by	Resources/ Cost	Notes
i.	ELP & AELP & Progress 8 established as key measure for monitoring progress.	<ul style="list-style-type: none"> <li>Target setting, tracking and intervention of targeted groups improved inc. PP, LAC &amp; SEN, Higher Ability.</li> <li>Curriculum enables students to have access to progression to post-16 and reflects Progress 8 measures.</li> <li>No in-school variation at KS4.</li> </ul>	Ongoing		This is embedded in 4Matrix. Subject Leaders are familiar with ELP transition matrices and are using them to target students in Department meetings.	
ii.	Focus on increasing AELP for SEN students following 2015	<ul style="list-style-type: none"> <li>All SENs to make ELP and AELP 25% English &amp; 50% Maths.</li> </ul>	August 2018		Ongoing	

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		GCSE outcomes.	<ul style="list-style-type: none"> <li>All teaching/TAs staff aware of intervention strategies.</li> <li>Increased dialogue between Subject Leaders and Directors of Learning regarding SEN students.</li> </ul>			
iii.		Pupil Premium, Underachievers & 'More able' intervention/reporting focuses on ELP & AELP.	<ul style="list-style-type: none"> <li>All PP students make ELP and AELP 25% English &amp; 50% Maths.</li> <li>All teaching/TAs staff aware of PP intervention strategies.</li> <li>Increased dialogue between Subject Leaders and DoL's regarding PP students.</li> </ul>	August 2018	'Sport for Thought' programme – approx. £2000	Ongoing. PP TA appointed, who targets specific PP boys. Intervention in Maths/English paid for by PP money. All Interim Monitoring followed up with PP issues.

<b>4b</b>	<b>Secure outstanding attainment and progress outcomes at both A-level and Btec.</b>					
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In Charge: MAW		Monitored by: Chair of SLAW Committee, Link Governor			
		Reporting to: Governors' SLAW Committee			
No.	Action to be taken	Expected Outcomes	Completed by	Resources/ Cost	Notes
i.	Revised Assessment Arrangements in place for all Key Stage 5 courses.	<ul style="list-style-type: none"> <li>Interim Monitoring and Pre Public Examinations (PPE's) established as key monitoring indicators</li> <li>IM information to parents/carers more effective.</li> </ul>	August 2018		Formal Pre Public Exams (PPE's) and results day.
ii.	Establish minimum expectations for progression to Year 13.	<ul style="list-style-type: none"> <li>90%+ retention on appropriate courses.</li> <li>Greater student engagement in Year 12.</li> <li>Expectations published and understood by students and parents/carers (Sixth Form Prospectus 2017-18).</li> </ul>	Ongoing		Ongoing.

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			<ul style="list-style-type: none"> <li>Increase in performance across all subjects – minimum ALPs Grade 3.</li> </ul>			
<b>4c</b>	<b>Maintain our curriculum breadth and opportunities for academic distinction whilst providing rigorous financial management ensuring economic viability.</b>					
	In Charge: MAW		Monitored by : Chair of SLAW Committee, Link Governor			
			Reporting to : Governors SLAW Committee			
	<b>No.</b>	<b>Action to be taken</b>	<b>Expected Outcomes</b>	<b>Completed by</b>	<b>Resources/ Cost</b>	<b>Notes</b>
	i.	Successfully implement new Post 16 curriculum changes regarding AS/A level.	<ul style="list-style-type: none"> <li>Retention 90%+ Year 12 to 13 and 85% Year 11 to 12.</li> <li>Smooth transition from old to new assessment system.</li> <li>Staff ready for changes to examination specifications.</li> <li>Key Stage 5 Assessment processes revised appropriately.</li> </ul>	Ongoing – readiness for first phase in September 2017	Staff CPD – exam boards, cluster meetings, etc.	MAW and JOH attending meetings. Focus for Subject Leader meetings. Discussions at SLT. Decisions made, but under review.
	ii.	Model – staffing/finance will present to SLT/Governors for review.	<ul style="list-style-type: none"> <li>Finance modelling indicates viability.</li> <li>Sixth Form numbers established.</li> <li>Curriculum/timetable modelling enables effective decision making.</li> </ul>	September 2017		
<b>4d</b>	<b>Key Stage 3 – Ensure new assessment arrangements are established into Year 8</b>					
	In Charge: SMI		Monitored by: Chair of SLAW Committee, Link Governor			
			Reported to : Governors ' SLAW Committee			
	<b>No.</b>	<b>Action to be taken</b>	<b>Expected Outcomes</b>	<b>Completed by</b>	<b>Resources/ Cost</b>	<b>Notes</b>
	i.	KS3 curriculum is adapted to be addressed in two years.	<ul style="list-style-type: none"> <li>Students access the full curriculum and are confident to make informed choices for Year 9.</li> </ul>	Ongoing	Parents Meetings	Review in summer term 2017.
	ii.	IM process clarifies interventions and students to target.	<ul style="list-style-type: none"> <li>DoLs have a common framework for actions and a confidence in the process.</li> </ul>	Ongoing		

4e Improve the training and professional development of staff and Governors					
In Charge: DEA		Monitored by: Governor C Morgan			
		Reported to: Governors' SLAW Committee			
No.	Action to be taken	Expected Outcomes	Completed by	Resources/Cost	Notes
i	Involvement of staff in the annual Sutton external review	<ul style="list-style-type: none"> <li>Staff undertake voluntary observations and Learning walks.</li> <li>Middle leaders to undertake meetings with reviewers.</li> <li>Senior/Middle leaders may have the opportunity to undertake a review as part of a team (OWE/DEA)</li> <li>Staff feedback via Survey.</li> </ul>	October 2017		
ii	CPD pathways (Friday Period 6- week 2) run and attended by staff. Use a range of staff to run CPD sessions on SPD days and voluntary sessions throughout the year.	<ul style="list-style-type: none"> <li>All staff, unless teaching (14), to undertake their chosen Pathway each term on the areas highlighted through staff surveys.</li> <li>Staff feedback via survey at the end of each term.</li> </ul>	Termly focus	£1000	Aim to use over 30 staff members throughout the year to run CPD pathways, sessions and SPD days throughout the year. Currently the same staff run sessions each year and we will need to increase the leadership of these sessions across more staff. Specialist speakers and external providers needed for some pathways. For example, Ofsted Inspector to provide a session on SLT progression and to review the school.
iii	Link with other Schools to allow staff the opportunity to visit and share resources and experiences.	<ul style="list-style-type: none"> <li>Staff given direct links and time to visit other schools as part of Founders day, gained time and CPD.</li> </ul>	July 2018		Through line management, subject leaders will be encouraged to support their teams to organise visits to other schools like Trinity, Coloma and Shirley High to share best practice, resources and experience.
iv	Review staff appraisal targets (Via JOH) to allocate courses and opportunities to help achieve the set targets.	<ul style="list-style-type: none"> <li>An increase in the number of staff who are able to undertake training/CPD courses related to their appraisal targets.</li> </ul>	July 2018	CPD budget will need reviewing.	Staff targets will not be shared with all SLT but JOH will help to link staff with available courses/opportunities.