



# Bishop Fox's

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## School Improvement Plan 2017/18



High Standards & High Expectations



# INTRODUCTION & PURPOSE

This plan is central in our efforts to deliver continuing improvement. The school will seek to build upon its strengths and develop those areas where we consider that improvement is most needed.

The plan seeks to recognise that everything we do should impact in a positive way on the quality of teaching and learning; and ultimately on the progress, achievement and outcomes for all of our students.

In particular this plan seeks to:

- Detail the priorities for the coming year
- Detail the one year plans within the context of our five year goals which themselves relate to the schools Self Evaluation.
- Provide a coherent framework for change based on the expectation of meeting challenging targets.
- Co-ordinate the deployment of staff, physical and financial resources
- Bring together in one place all the relevant documentation in terms of School Improvement for 2017/18.

The plan is a working document which may be subject to change and amendment throughout the year.

As a working document it will be reviewed and evaluated by Governors' Committees, the Senior Leadership Team and Team Leaders. A minimum termly review is expected.

The whole school plan should be read in conjunction with the team plans which share the task of illustrating the means by which school improvement will be delivered this year. Reference should also be made to the school SEF together with those produced by every team in school.

The Performance Management process for individual staff links closely with and reflects the school and team priorities as indeed it should.

KERRY TONKIN  
(HEADTEACHER)





# THE OVERALL FIVE YEAR GOALS

As a school we are mindful of the need to ensure that school improvement impacts on teaching, learning as well as student achievement and welfare.

For this reason we have sought to classify all our improvement measures as having an impact upon either one or more of our long term goals which are to:

- A. Deliver outstanding value added performance at both Key Stages
- B. Offer a broad range of extra-curricular provision in the seven fields of human experience which allows each individual to find their niche.
- C. Help students to become independent learners
- D. Help deliver high self-esteem for each individual
- E. Challenge all members of the community to work outside their comfort zone
- F. Engender a values system based on a concern for others.
- G. Prepare students for Post 16 Pathways. We aim for 100% of students to continue in education, training or employment.



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# SCHOOL IMPROVEMENT PRIORITIES

2017/18

Aspect	Priority Target	Lead SLT
Achievement 1	To improve the progress of students in specific areas of the curriculum to levels above national average. These to include:- <i>High Ability</i> <i>Disadvantaged</i> <i>Boys</i> <i>English (Literature and Language)</i> <i>Maths</i> <i>RE</i> <i>History</i> <i>Music</i> For 53% of students to achieve a grade 5 or more in both English and Maths.	KT/NWB
Teaching & Learning 2.1	To ensure that the quality of teaching, learning and assessment is 'consistently' good or better.	RGH/NWB
Teaching & Learning 2.2	To successfully implement further changes to Schemes of Work to ensure suitable progression across 5 years.	SJS
Leadership & Management 3	To ensure that actions, including the use of pupil premium and early intervention funding, are rigorously analysed and evaluated so that student achievement is maximised.	KT/NWB
Behaviour & Safety 4	To reduce rates of exclusion by creating a culture to optimise behaviour and promote learning.	CM

High Standards & High Expectations

**SLT****BISHOP FOX'S***High Standards and High Expectations***SCHOOL IMPROVEMENT PLAN****2017/18****MANAGEMENT PLAN****GOVERNORS MONITORING COMMITTEE: Achievement****LEAD PROFESSIONAL: KT/NWB**

**ONE YEAR OBJECTIVE 1:** To improve the progress of students in specific areas of the curriculum to levels above national average. For 53% of students to achieve a grade 5 or more in both English and Maths.

<b>TASK</b>	<b>FIVE YEAR AIM</b>	<b>WHO</b>	<b>WHEN</b>	<b>RESOURCES</b>	<b>SUCCESS CRITERIA</b>
1.1 Undertake exams review analysis and all other available data to determine which subjects, or groups of students should be targeted.	A	HT DHT Achievement Chair of Achievement Committee Data manager	From Sept 2017		Exams review completed Target subjects identified CTL/Teams 'buy in' to process Analysis of groups data.
1.2 Department "dashboards" are developed as part of the ERA that use relevant progress measures to accurately identify underperformance in subjects by exam component, sub group or teacher in comparison to expected progress.	A	NWB/JMT/KW	Autumn term		An effective and consistent model is put into place to use data to identify underperformance as part of the Exam Review Analysis and Team Review process. Teacher dashboards are produced that show exam performance compared to national progress by exam component, sub groups and class.
1.3 Evaluate the effectiveness of the 2016/17 "Exam Success Strategy" for the whole school and individual subjects and develop an improved strategy for 2017/18.	A	NWB CTLs	Nov 2017	Meeting time Faculty and Whole School INSET time	A new school "Exam Success Strategy" is produced in preparation for the Year 11 PPEs that clearly plans the steps taken by all stakeholders (teachers, CTLs, HoY, SLT Governors and parents) to ensure all students are well prepared for the rigours of the 2017/18 assessment system.

	<p>1.4 SISRA EAP is rolled out to staff to enable more accurate analysis of results and Predicted grades to better inform progress of sub groups and lead to more effective intervention.</p>	A	NWN, JMT, KW	Sept 2017	<p>Meeting time INSET time Ongoing cost of SISRA</p>	<p>Development of new "Exam Success Strategy" to be part of all Team Reviews of under achieving subjects.</p>
<p>CTLs use Faculty Focus group meetings to identify underperformance from data provided through SISRA to more effectively identify students for intervention. Records are kept following these meetings of the interventions to be taken by staff and this is reviewed in the following Faculty Focus Groups meeting. Raising Standards booklet is updated using SISRA to enable earlier publication to Hoy, SENCO and CTLs of core so that Raising Standards meetings involve greater analysis by these key stakeholders to explain interventions they have in place as a result of this data.</p>						

**SLT****BISHOP FOX'S***High Standards and High Expectations***SCHOOL IMPROVEMENT PLAN****2017/18****MANAGEMENT PLAN****GOVERNORS MONITORING COMMITTEE: CURRICULUM****LEAD PROFESSIONAL: R. Hennessy/Nic Blunsum****ONE YEAR OBJECTIVE: 2.1 To ensure that the quality of teaching, learning and assessment is 'typically' good or better.**

<b>TASK</b>	<b>FIVE YEAR AIM</b>	<b>WHO</b>	<b>WHEN</b>	<b>RESOURCES</b>	<b>SUCCESS CRITERIA</b>
<b>2.1.1</b> To continue the development of an effective and accountable "coaching system" led by the Lead Teachers, which targets intervention at staff most in need of support and drives forward with consistency school wide approaches to teaching, learning and behaviour for learning.	E	RGH Lead Teachers Teaching staff identified or who opt into coaching process.	From October 2017 to October 2018	Meeting time Coaching training for Lead Teachers CPD Twilight time off in lieu for staff being coached	<ul style="list-style-type: none"> <li>Staff in need of coaching are identified.</li> <li>Lead Teachers regularly engaged in effective coaching of staff.</li> <li>Coaching Action Plans are completed and provide evidence of focused and measurable outcomes.</li> <li>Team Reviews, Performance Management evidence bases, learning walks and evaluations of TIP's will show evidence of more consistent practice due to greater influence of Lead Teachers.</li> <li>Positive response by staff to evaluation of impact that coaching process has had on their practice.</li> </ul>
<b>2.1.2</b> To provide a CPD programme in response to agreed whole school, team and performance management priorities, as well as continuing to embed the Teaching and Learning Framework consistently across the school.	A C E	RGH Lead Teachers Literacy Coordinator More Able Coordinator Teaching staff	From September 2017 to September 2018	Lead Teachers, Literacy Coordinator, More Able Coordinator time SDG Groups Twilight INSET time Staff who deliver opt in CPD sessions time Department meeting time	<ul style="list-style-type: none"> <li>CPD sessions are organised, each session to focus on an agreed strand of T&amp;L Framework and School, Team and Performance Management Priorities.</li> <li>Staff personalise their CPD by booking on appropriate sessions in line with TIP and Performance</li> </ul>

	A E	NWBRGH Lead Teachers CTL Literacy Coordinator More Able Coordinator	From September 2017 to September 2018	Twilight INSET time INSET time Department meeting time Lead Teacher, Literacy Coordinator, More Able Coordinator time	<ul style="list-style-type: none"> <li>Management Priorities – which are signed off by the CTL.</li> <li>The quality and consistency of T&amp;L will improve as a result of focused personalised CPD sessions as evidenced in TIP, PM evidence base, Team Review processes and Learning walks.</li> </ul>
<p><b>2.1.3</b> To further develop and embed, demonstrating consistency and accountability, the teaching and learning framework for all staff to follow which:</p> <ul style="list-style-type: none"> <li>Clearly identifies examples of best practice and effectively shares these strategies with staff</li> <li>Sees a T&amp;L focus in Twilight, INSET and Staff Briefings (Thursday mornings) on Literacy, Challenge and Start of Lessons</li> <li>Sees the development of a new Lesson Plan and Lesson Observation Performa to encourage the use of the Plan, Teach, Feedback model</li> <li>Learning walks to include a focus on aspects of the Plan, Teach, Feedback model</li> <li>Performance Management targets reflect the focus of the Plan, Teach, Feedback model</li> <li>Work scrutiny to report on the “non-negotiables”</li> <li>Identifies strategies to stretch and challenge the High Ability and most able students</li> </ul>	<b>A C E</b>	RGH Literacy Coordinator CTL - English	From September 2017 - ongoing	Meeting time - including <ul style="list-style-type: none"> <li>Staff Briefings - Thursday morning,</li> <li>Twilight CPD sessions,</li> </ul>	<ul style="list-style-type: none"> <li>Effective monitoring and tracking of reading and spelling ages through Sims</li> </ul>
<p><b>2.1.4</b> To continue to implement a Literacy Strategy to improve academic voice, standards of reading and writing,</p>	<b>A C E</b>				



<p>and presentation of work consistently across the school.</p> <p>To develop a "Literacy across the Curriculum" programme through INSET and Staff meeting time to equip staff to foster subject-specific writing and reading in curriculum areas across the school.</p>				<ul style="list-style-type: none"> <li>o SDG meetings,</li> <li>o Departmental meetings,</li> <li>o Staff meetings</li> <li>• Investment in "Fetch me a Pen" Training</li> <li>• Work Scrutiny</li> <li>• Boys Literacy Project</li> <li>• Reading resources/reading lists</li> <li>• Investment in online Literacy Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Work scrutiny shows improvement in writing and presentation of work across subject areas</li> <li>• Staff/Student voice reveals positive and effective implementation of "Literacy across the Curriculum" strategy</li> <li>• Levels of student participation in Literacy foci tasks in Tutor Time</li> <li>• Evidence of consistent approach to whole school marking policy for literacy.</li> </ul>
<p><b>2.1.5</b> To publish a new teaching and learning quality assurance schedule and ensure that it is understood, accepted and implemented effectively.</p> <p>To review the current Team Review and Performance Management procedures to ensure greater:</p> <ul style="list-style-type: none"> <li>• <b>Consistency</b></li> <li>• <b>Accountability</b></li> <li>• <b>Evidence of impact</b></li> </ul>	A C	RGH Lead Teachers CTL	September 2017 to September 2018	<ul style="list-style-type: none"> <li>• Meeting time - including <ul style="list-style-type: none"> <li>o Staff Briefings - Thursday morning,</li> <li>o Twilight CPD sessions,</li> <li>o SDG meetings,</li> <li>o Departmental meetings,</li> <li>o Staff meetings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Development of new Team Review and Performance Management policies that ensure greater consistency, accountability and evidence of impact. Ensuring that these are validated by SLT and driven by CTL and Lead Teachers, and understood by all staff.</li> <li>• All staff are aware of the ongoing annual process of T&amp;L Quality Assurance.</li> <li>• Improved clarity of the timescales and process by which the T&amp;L improvement documents including the SIP, TIP, Team SEF, Team Review, ERA and Performance Management process feed into the Quality Assurance of teaching and learning.</li> </ul>
<p><b>2.1.6</b> Inform key stakeholders of the changes to the reporting system for 2017/18 and continue to embed the W-9 assessment grading system and ensure this delivers accurate and timely data on student progress:</p> <p>Developing a new Parent Guide to assessment for Academic Tutoring to reflect the increased focus on Predicted</p>	A	NWB  NWB, LMJ	Autumn term  Nov 2017	Photocopying	<p>Students, staff and parents clearly understand the progress students are making towards potential attainment.</p> <p>New Parent guide is produced for Academic tutoring that helps parents understand how grades will be used in reports for 2017/18 and what these</p>

<p>grades for tracking progress at KS3 and KS4.</p> <p>Developing a new Target Grade sticker for exercise books that reflects changes to the reporting process and promote this through assemblies at the start of year so students are clear on the grading and reporting process.</p> <p>Plan assessment windows in advance of each reporting window to ensure all subjects are consistent with the work they are assessing in preparation for the report grades.</p> <p>Ensure Faculty Report Standardisation meetings take place during each reporting window and a clear agenda is produced for CTLs with subsequent minutes produced to show evidence of consistency of grading within subjects.</p>			<p>Sept 2017</p> <p>Sept 2017</p> <p>Sept 2017</p>	<p>Photocopying Whole School INSET or Meeting time</p> <p>Faculty Meeting time</p>	<p>grades mean in relation to the progress their child is making.</p> <p>All exercise books have new target grade stickers on them that students complete three times per year. Students understand what these grades mean with regard to the progress they are making in each subject.</p> <p>All teachers within a subject complete comparable substantive assessments for each year group in advance of a reporting window.</p> <p>Data from these substantive assessments are discussed at Faculty Report Standardisation Meetings and subsequent Predicted grades are given that are evidence based and therefore both accurate and consistent.</p>
<p><b>2.1.7</b> Improve the internal exams procedures to ensure students experience the "reality" of terminal exams and data is produced that shows the successfulness of student preparation for these exams in a format that is understood by parents and students through:</p> <p>Evaluating the success of the internal exams process completed this year.</p> <p>Developing the internal exams procedures and ensure all dates are known by staff, student and parents in advance for key events such as revision activities, exam windows, results events and EBI activities for each year group.</p>	<p>A</p>	<p>NWB</p> <p>NWB</p> <p>NWB</p>	<p>June 2018</p> <p>Sept 2017</p> <p>Nov 2017</p>		<p>All students in each year are guided by staff in preparation for and sit timely, rigorous and appropriate end of year exams that give accurate results to show progress and successfulness of exam preparation techniques used.</p> <p>Students voice, parental and staff feedback is collected on the 2016 End of Year and PPE exam process to identify the strengths and areas of development.</p> <p>An improved internal exams process is designed that reflects the findings of the evaluations and results in a timely, rigorous and appropriate PPE and End of Year assessment system. The new</p>

<p>Improving how End of Year and PPE Exam result information is communicated with parents and students.</p>		<p>NWB</p>	<p>Dec 2017</p>		<p>system will include provision for students who substantially underperformed to re-sit the necessary exams.  Students and parents are clear on the results achieved by them in each subject and what this suggests regarding progress towards potential.</p>
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**SCHOOL IMPROVEMENT PLAN**  
**2017/18**

**SLT**

<b>MANAGEMENT PLAN</b>	<b>GOVERNORS MONITORING COMMITTEE: ACHIEVEMENT</b>	<b>LEAD PROFESSIONAL: S. Summerill</b>
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**ONE YEAR OBJECTIVE 2.2: To successfully implement further changes to schemes of work to ensure suitable progression across 5 years**

<b>TASK</b>	<b>FIVE YEAR AIM</b>	<b>WHO</b>	<b>WHEN</b>	<b>RESOURCES</b>	<b>SUCCESS CRITERIA</b>
<p><b>2.2.1</b> To develop 5 years plans in all curriculum areas to show suitable progression towards a more rigorous KS4</p> <p>This to include:</p> <ul style="list-style-type: none"> <li>• 5 year outline</li> <li>• Key content covered</li> <li>• Key assessment opportunities</li> </ul>	<b>ACEG</b>	<p>SJS/NWB/RGH/CM CTLs/HOYS Co-ordinated by SJS</p> <p>LJ - reprographics</p> <p>All curriculum areas including PSHE to finalise plan</p>	<p>Dec 2017 Plans completed and uploaded to website</p> <p>June 2018 Plans reviewed</p>	<p>- Planning time for departments - Line management time CTL/SLT - Line management time CM/HOY</p>	<p>- 5 Year plans produced for all curriculum areas - 5 Year plans uploaded to website</p>
<p><b>2.2.2</b> To develop new 2 year KS3 SOW in all curriculum areas</p> <p>This to include</p> <ul style="list-style-type: none"> <li>• 2 year SOW</li> <li>• Key assessment opportunities</li> <li>• Homework linked to SOW</li> <li>• Assessments using 1-9 grading system</li> </ul> <p>Year 7 &amp; 8 uploaded content each term</p>	<b>ACEG</b>	<p>CTL/HOY/SLT LJ - reprographics Co-ordinated by SJS</p> <p>All curriculum areas, including PHSE, to finalise 2 Year KS3 SOW</p>	<p>Feb 2018 April 2018 2 year SOW completed and uploaded to website June 2018 Plans reviewed</p>	<p>- Planning time for departments - Line management time KT/SLT Line management SLT/CTL/HOY - New learning materials - Text books, support materials etc. - £20,000 curriculum development budget to support new resources</p>	<p>- New SOW developed for 2 year KS3 SOW in all curriculum areas - New SOW includes homework and new grading assessments and assessments - SOW proving effective challenge and preparation for transition to 3 year KS4 - Improved outcomes</p>

<p><b>2.2.3</b> To maintain subject information on website up to date</p> <p>This to include</p> <ul style="list-style-type: none"> <li>• Outline Year 7 – 11</li> <li>• Exam board information</li> <li>• Department overview</li> </ul>	<p><b>ACEG</b></p>	<p>CTL/SJS Co-ordinated by SJS LJ - reprographics</p>	<p>Oct 2017</p> <p>All Information up to date</p> <p>July 2018 Information reviewed and updated.</p>	<p>- CTL time to review and update information</p> <ul style="list-style-type: none"> <li>- Reprographic time to update and upload information</li> <li>- SLT time to review material</li> </ul>	<p>- Subject information on website accurate and up to date</p>
<p><b>2.2.4</b> To develop SOW for new Specification GCSE &amp; PSHE developed in each curriculum area with agreed 3 year programme of study. . .</p> <p>This to include</p> <ul style="list-style-type: none"> <li>• 3 Year KS4 SOW</li> <li>• Key assessment opportunities</li> <li>• Homework linked to SOW</li> <li>• Assessments using 1-9 grading system</li> </ul> <p>Year 9,10 &amp; 11 uploaded content each term</p>	<p><b>ACEG</b></p>	<p>CTL/HOY//SLT Co-ordinated by SJS LJ - reprographics</p> <p>All curriculum areas including PHSE to finalise 2 Year KS3 SOW</p>	<p>Jan 2018</p> <p>Outline 3 year plan available</p> <p>June 2018</p> <p>Year 9 SOW in all subject areas completed and uploaded on website</p> <p>Year 9/10/11 uploaded on Website for Core and phase 1 new GCSE's. (those graded 9-1 in 2018)</p> <p>5 year PSHE SOW completed and uploaded on website</p>	<p>- Planning time for departments</p> <ul style="list-style-type: none"> <li>- Line management time CTL/SLT</li> <li>- School Inset time</li> <li>- New learning materials - Text books, support materials etc.</li> <li>- 'Raising standards' and Governors 'Achievement committee' meetings</li> <li>- £20,000 curriculum development budget to support new resources</li> </ul>	<ul style="list-style-type: none"> <li>- New SOW developed for 3 Year KS4</li> <li>- New SOW includes homework and new grading assessments</li> <li>- Courses effectively resourced especially for new specifications.</li> <li>- Improved outcomes</li> </ul>



**SLT****BISHOP FOX'S***High Standards and High Expectations***SCHOOL IMPROVEMENT PLAN**

2017/18

**MANAGEMENT PLAN****GOVERNORS MONITORING COMMITTEE: Achievement (Impact) and Academies (Budget)****LEAD PROFESSIONAL: KT/NWB****ONE YEAR OBJECTIVE 3: To ensure that actions, including the use of pupil premium and Year 7 early intervention funding, are rigorously analysed and evaluated so that student achievement is maximised**

TASK	FIVE YEAR AIM	WHO	WHEN	RESOURCES	SUCCESS CRITERIA
<b>3.1</b> Evaluate the existing PP policy to ensure value for money is being achieved regarding the strategies used and develop the policy to show how the new monies are being spent to improve student achievement.	A	KT NWB KAR	July 2017 – September 2017	Meeting time.	<ul style="list-style-type: none"> <li>Updated PP Policy.</li> <li>Realigned budget agreed.</li> <li>Spreadsheet produced to evaluate impact of spending 2016/17 uploaded to the website.</li> <li>Impact Report taken to Governors (Academy).</li> <li>2017/18 plan amended in light of findings.</li> <li>2017/18 programmed spend uploaded onto website.</li> </ul>
<b>3.2</b> Ensure all PP Parents are line managed through a single source and develop a rigorous and consistent tracking system that shows how students are progressing by attendance, academic progress and continually to ensure effective and timely intervention.	A	NWB	From July 2017	Missing time. Staff training / SISRA. PASS testing. Data collection.	<ul style="list-style-type: none"> <li>Regular minuted line management meetings.</li> <li>Robust tracking and targeted intervention in all year groups.</li> <li>Evidence of impact through improved grades, PASS test analysis, and attendance tracking.</li> <li>Positive student / staff voice.</li> </ul>
<b>3.3</b> Develop a new evaluation process for all students that received intervention in 2016/17 so that interventions through the KS4 team, FLC, alternative provision,	A	NWB	From July 2017	Meeting time. Staff training.	<ul style="list-style-type: none"> <li>Coordinated impact report written.</li> <li>Analysis of impact made and reported to Governors (Achievement).</li> </ul>

<p>Student Services and PP Parents can be compared to identify successful strategies.</p>					<ul style="list-style-type: none"> <li>• Results guide interventions 2017/18 to maximise impacts.</li> </ul>
<p><b>3.4</b> Develop a clear and detailed strategy for the use of KS3 catch up money that identifies how this money is spent and the impact of the intervention that subsequently takes place.</p>	<p>A</p>	<p>NWB</p>	<p>From July 2017</p>	<p>Meeting time.</p>	<ul style="list-style-type: none"> <li>• Analysis of KS2 data to highlight need.</li> <li>• Early intervention in English and Maths tracked.</li> <li>• Effective use of additional staffing leads to evidence of progress by students.</li> <li>• Strategy is published on school website.</li> </ul>

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2017/18**

<b>MANAGEMENT PLAN</b>		<b>GOVERNORS MONITORING COMMITTEE: Personnel</b>			<b>LEAD PROFESSIONAL: C.Millar</b>
<b>ONE YEAR OBJECTIVE 4: To reduce rates of exclusion by creating a culture to optimise behaviour and promote learning.</b>					
<b>TASK</b>	<b>FIVE YEAR AIM</b>	<b>WHO</b>	<b>WHEN</b>	<b>RESOURCES</b>	<b>SUCCESS CRITERIA</b>
<b>4.1</b> To implement a strategy to create a culture to optimise positive behaviour		CM/KT	July 2017 onwards	Meeting time	-Evidence of reduction in consequences and increase in the range and number of rewards given to students. -Positive feedback from student/staff and parent voice -Evidence of reviewed rewards systems to promote student achievement, progress, attendance and positive behaviour.
<b>4.2</b> To develop a range of Staff Training opportunities to increase consistency in positive behaviour management.	A, D, E, F	CM/RGH/KP	Sept 17 onwards	Inset training time After school meeting sessions Staff Development Group meeting time	-Evidence of staff completing training on targeted or chosen inset training opportunities -Evidence of a positive impact on teaching outcomes / behaviour management. Reduction in incident slips. -Evidence of positive staff evaluation and feedback of training and support -Evidence of positive student voice feedback -Evidence of staff adhering to Non-negotiables
<b>4.3</b> To ensure that all staff consistently adhere to the school systems and processes including the graduated response.	A, D, E, F	CM/SLT/HOY/CTL	Sept 17 onwards	Staff inset time CTL meetings	-Evidence of clear, well-advertised routines relating to the school expectations and routines -Completion of front loaded inset programme to clarify routines and expectations in detail -Production of simplified processes clarified to staff and revisited throughout the year. -Evidence through staff/student feedback, SLT and CTL reviews, Team meetings and incident slips of staff consistently adhere to the school systems and processes
<b>4.4</b> To develop the use of early identification of students and families with vulnerabilities, attendance concerns or history of Persistent Absence.	A, D, F, G	CM/KAC/Attendance Officer / Welfare Officer/Data Officer	Summer 2017 onwards	Transition meeting times Data input tasks	-Evidence of collated data from feeder Primaries using the Behaviour and Vulnerability Profiling Tool (BVPT) -Evidence of BVPT completed for all Year 7 students -Evidence of individual action plans from a multi-agency approach -Evidence of impact by reducing Persistent Absence gaps in groups

<p><b>4.5</b> To improve the engagement of hard to reach parents through an increased range of opportunities for parents / guardians to engage with school.</p>	<p>A, C, E</p>	<p>CM/Attendance and Welfare Officer/HOY</p>	<p>Sept 2017 onwards</p>	<p>Hard to reach survey Parents evening and Academic tutoring reporting data.</p>	<ul style="list-style-type: none"> <li>- Identification of all hard to reach parents/guardians</li> <li>- Parental survey returned from Hard to Reach parents, to include parental concerns at attendance at parents' evenings.</li> <li>- Evidence of the successful completion of Parental Engagement action plan for improving engagement with hard to reach parents produced and completed.</li> <li>-Evidence of successful group and individual engagement with Hard to Reach Parents</li> <li>-Development of Hard to reach action Plan</li> </ul>
<p><b>4.6</b> To ensure that Behaviour for Learning is promoted in all lesson planning, teaching and reviewed at all levels within the school</p>	<p>A, C, D, E, F, G</p>	<p>CM/SLT/KP/CTL/HOY</p>	<p>Sept 2017</p>	<p>Staff training Meeting time</p>	<ul style="list-style-type: none"> <li>- Evidence of Behaviour for Learning highlighted in lessons plans</li> <li>- Evidence of Behaviour for Learning pro-formas completed on a half termly basis, with collaborative work in producing and reviewing the reports between SLT/CTL/HOY and class teachers</li> <li>- Evidence of inset training to review the use of Behaviour for Learning pro-formas</li> <li>- Evidence within Faculty and HOY minutes that Behaviour for learning being a standing item on the agenda and the pro-formas being reviewed at this stage.</li> <li>-Evidence of staff attending solution focused meetings for key students</li> </ul>
<p><b>4.7</b> To increase the level of consistency in behaviour management</p>	<p>A, C, D, E, F, G</p>	<p>CM/KT/KP</p>	<p>Sept 2017</p>	<p>Staff training Meeting time</p>	<ul style="list-style-type: none"> <li>-Successful completion of staff training on consistency in behaviour management through evaluations of inset training and morning briefing training.</li> <li>-Evidence of successful engagement and reduction in incident slips for staff involved in the bespoke behaviour management training and coaching for identified staff.</li> <li>-Reduction in the number of incident slips</li> <li>-Evidence through Team Reviews of 5 consistencies being used appropriately by staff.</li> </ul>
<p><b>4.8</b> To introduce a whole school rewards programme to encourage a positive culture</p>	<p>A, C, D, E, F, G</p>	<p>CM/AJL SDG</p>	<p>July 2017</p>	<p>Staff training Meeting time Staff Development Group meeting time Rewards budget</p>	<ul style="list-style-type: none"> <li>-To complete a review of the current rewards programme for Year 7-11 students through student voice, staff voice and CTLs</li> <li>-To investigate a range of potential rewards programmes that promote a positive ethos to students from Year 7-11</li> <li>-To develop a proposal to be rolled out in Sept 2017</li> <li>-The successful implementation of the programme through staff training, student assemblies, communication with parents and logistical roll out.</li> <li>-Evidence of a standardised programme of rewards available as a basic entitlement to all students</li> <li>-Evidence of increased range and number of rewards given to students and communicated to students at a.m. and p.m. registrations</li> <li>-Evidence of standardised rewards that are being used in all Year teams for positive behaviour, high attendance and high achievement.</li> <li>-Evidence of increased use of rewards in year groups, with an increased range of opportunities to reward students in addition to behaviour, attendance and achievement and progress.</li> </ul>

<p><b>4.9</b> To develop the range of methods to regularly communicate and update staff on the behaviour, attendance and welfare of individual students and groups of students</p>	<p>A, D, F</p>	<p>CM/RH/GS/LAB/SK/ AJL/HOY</p>	<p>Sept 2017</p>	<p>Staff meeting</p>	<p>-Successful reviews through student voice and staff voice of the new reward programme. -To produce a communication strategy with clarified processes to ensure that Behaviour, Attendance and Welfare issues are communicated to key staff in a timely manner. -Evidence of use of key communication route ways, with positive feedback from staff.</p>
<p><b>4.9.1</b> To develop the range of Behaviour for Learning strategies to support the students with the highest needs</p>	<p>A, C, D, E, F, G</p>	<p>CM/KT/RH/GS/HOY</p>	<p>July 2017</p>	<p>Staff training  Meeting time</p>	<p>-Production of updated Behaviour for Learning strategy to promote a positive culture and optimise behaviour. -Evidence of logistical changes through the use key personnel to promote support behaviour management of key individuals -Completion of Return to Learn review, with suggested actions -Re-development of Return to Learn Centre to increase capacity, ensure a focus upon academic studies and increase the range of group programmes. -Evidence of successful academic, behavioural, attendance and welfare outcomes for key students. -Evidence of staff training for Behaviour for Learning and emotional coaching -Evidence of positive staff evaluations of training -Evidence of reduction in incident slips</p>





# COHORT PROFILES 2017/18 (June 2017)

Year (Size)	Male No (%)	Female No (%)	Pupil Premium No (%)	Disadvantaged No (%)	Low No (%)	Middle No (%)	High No (%)	SEN(K) No (%)	EAL No (%)	Average CATS	KS2 Average Fine Point Sc	KS2 Average Scaled Score
Year 7 (199) D Contreras	111 (55.77)	88 (44.23)		26 (13.06)				52 (26.13)	16 (8.04)			104.26
Year 8 (196) K Clarke	89 (45.40)	107 (54.60)	51 (25.88)	22 (11.16)	65 (32.99)	70 (35.53)	59 (29.95)	33 (16.75)	14 (7.10)	98.25		101.29
Year 9 (195) A Moloney	98 (50.25)	97 (49.75)	47 (23.98)	15 (7.65)	17 (9)	99 (50)	72 (37)	26 (13.26)	21 (10.71)	99.70	28.81	
Year 10 (191) A Trigg	92 (50.27)	99 (51.83)	55 (28.4)	17 (8.76)	21 (10.99)	86 (45.01)	70 (36.1)	32 (16.5)	19 (9.8)	99.52	28.40	
Year 11 (183) J Thorne	84 (45.90)	99 (54.10)	44 (24.2)	19 (10.44)	26 (14.3)	66 (36.3)	79 (43.4)	28 (15.4)	17 (9.3)	104.25	28.60	
Year 12 (175) D Contreras	92 (52.6)	83 (47.4)	46 (26.3)	13 (7.42)	26 (14.9)	61 (34.9)	80 (45.7)	25 (14.3)	18 (10.3)	100.16	28.49	