



Pittville School, Cheltenham
School Development Plan
2017-2018

Revised version ratified by Full Governing Body:

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Our school vision is.... *To be a school where every student is valued as an individual, feels part of the school community and leaves Pittville with a passion for life-long learning and the ability to achieve their potential.*

Pittville School is a school where students can enjoy learning and where everyone is known and valued. Ambition and success are encouraged and celebrated and our aim is that our students leave the school supremely well- equipped and prepared to achieve their true potential in life. The Headteacher and Governing Body have unashamedly high expectations of both staff and students, are rigorous in ensuring these expectations are achieved. We expect students to attend school regularly, work hard and show respect towards our school community by exhibiting the highest standards of behaviour. We aim to inspire confident and independent learners who will thrive in a changing world. We aim to have the staffing to enable us to have the flexibility in timetabling and resources to deliver a personalised provision for our students. We will develop a flexible curriculum, adapted to the needs of all learners to inspire learning and all future decisions about new buildings will have this flexibility as the guiding principle.

Pittville School will be a healthy, happy school where our house system ensures students feel safe and happy to learn at school. We will be at the heart of the local community and at the centre of Cheltenham's education system, helping to meet the diverse needs of students with the support of all our stakeholders, especially parents. Our school will be dynamic and forward thinking; it will be somewhere that students and parents are proud of as exemplified in our Proud of Pittville campaign. Pittville will be a school where everyone, including staff has a clear sense of where they are in their school careers, of where they want to get to and of how they will get there. We will ensure that all teaching and learning will be informed by our own best practice, there will be a buzz around teaching and learning and teachers will be able to take risks with confidence. We will be guided by the principle of 'marginal gains', the idea that small improvements in a number of different aspects of what we do can have a huge impact to the overall performance of the team.

Positive relationships will be a central feature of our school. Students will have high aspirations and understand how decisions they make impact on their futures. Positive mindsets will be a central tenet of the school for both staff and students. Talent will be recognised and developed but there will also be an understanding that hard work and effort determines success or failure rather than natural talent, as described by Matthew Syed in his book 'Bounce'. Finally the ideas put forward by Carol Dweck in her book 'Mindset' will be central to the ethos of the school; an example of this being the idea that people with a fixed mindset believe their traits are just givens, that they have a certain amount of brains and talent and nothing can change that. People with a growth mindset, on the other hand, see their qualities as things that can be developed through their dedication and effort. We will be a school that promotes a growth mindset; a belief in the limitless potential of people.

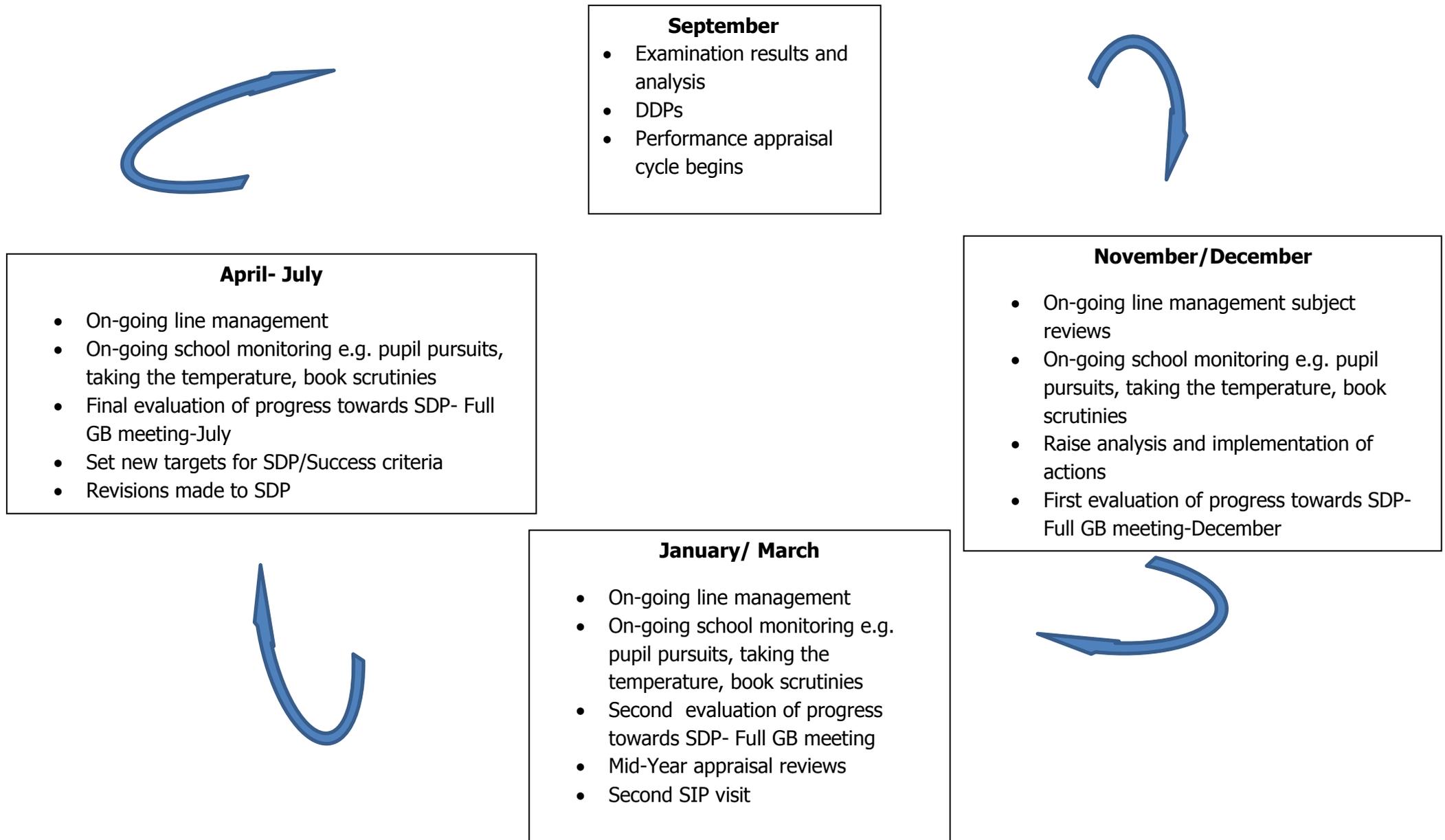
Keen to sustain success, this plan sets a direction for the continued improvement of the school. It provides a working set of principles, important priorities and a list of key actions for implementation.

References

Mindset: The New psychology of Success: Carol Dweck ISBN: 9780345472328

Bounce: Matthew Syed ISBN: 9780007350544

The School's self-evaluation cycle



The GB monitoring cycle

September

Examination results-headlines
Exam analysis meetings-Governors invited

On-going evaluation through

Governor learning walks with SLT, Student barometer groups with each year group, Link Governor meetings

July meeting

- Ratify revised SDP
- Predictions for current cohorts
- Staffing updates
- External visit-SIP

Policy reviews

- Pay policy
- Safeguarding
- Admissions

April meeting

- Progress on current cohorts
- Staffing updates including teaching and learning updates
- Whole school planning for next year-facilities, budget, student numbers
- External visit reports
 - Budget

Policy reviews

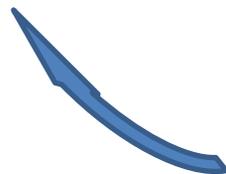
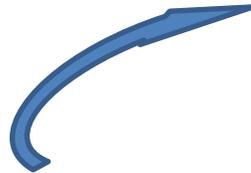
- Finance
- Charging

December meeting

- Analysis of results and evaluation of SDP and targets
- Appraisal updates
- Progress on current cohorts
- Reports on external visits
- Safeguarding audit

Policy reviews

- Appraisal policy
- SEF



How we work – The Pittville Principles

Everything we do at Pittville is underpinned by our values.

All students and staff should be:-

- Protected** ensure the safety and wellbeing of students and staff
- Polite** celebrate a calm and purposeful atmosphere where everyone is respected
- Proud** feel valued and having pride in yourselves and our school
- Positive** be ambitious to achieve their full potential through hard work dedication and commitment
- Prepared** expect to make the most of every school day
- Present** recognise that attendance and punctuality at school are fundamental to achieving success
- Participation** Ensure staff and students fully engage with the life of the school

General success measures/Targets*

Current floor targets: i) Attainment 8 grade; D+ (specific to Pittville), ii) Progress 8 grade; at or above -0.5

Key Stage 4

1. Maintain an Attainment 8 grade which is at or above the school target (45.0)
2. Maintain a Progress 8 score for the whole cohort which is above 0
3. Secure a Progress 8 score for disadvantaged students which is above 0 and/or the upper band of the confidence interval is above zero
4. 50% of students achieve a strong pass (9 – 5) and 60% a standard pass in both English and maths in Summer 2018
5. 8% (English) and 9% (Maths) achieve a grade 7 or 8/9
6. 9% of students achieve the Ebacc measure
7. Maintain Progress 8 scores in all non-core subjects which are at or above 0 (or in line with national figures)
8. Students of all ability levels maintain Progress 8 scores that are at or above 0 (or in line with national figures)

Key Stage 3

9. 70% of students are "on track" to meet target grades at the end of year 11
10. 70% of disadvantaged students are "on track" to meet target grades at the end of year 11
11. Ensure that students within the PLC (SEND, EAL, BESD) in both key stages make or exceed national expectations as a result of the provision of high-quality learning opportunities and a coherent curriculum which meets their needs
12. Provide an engaging and supportive teaching and learning environment, which facilitates students' progress, evidenced in year on year improvements to the quality of teaching and to student progress measures
13. Achieve whole-school attendance at or above the national average (94.2% National figure, School is 93.9% as May 2014).

***Due to changes in the way schools performance will be measured and the introduction of Life Without Levels at KS3 and a 3 year KS4, these targets will be reviewed during the course of the new two years**

Aim 1: Sustain continued improvements in students' progress and attainment

Objectives	Actions to achieve (AA)/Success Criteria (SC)/milestones (MS)			
	Short term December 2017	Medium term: April 2018	Long term: June 2018	Evaluation and monitoring/ Person responsible
<p>1. Pupil Progress</p> <p>a) To minimise the P8 gap between disadvantaged students and other students nationally at KS4.</p>	<p>Actions and success criteria</p> <p>KS3 RAP meets every half term (KLF/JAP/EB/KH) to identify how we can support progress at KS3. English and maths interventions organised.</p> <p>KS4 RAPs meet each half term to review progress and identify where support and interventions are needed.</p> <p>Faculties meet after each data entry to analyse current performance and agree on strategies for targeted intervention.</p> <p>Milestone See objective column for milestone Upward trend in school data</p>	<p>Actions and success criteria</p> <p>Line management meetings review performance indicators.</p> <p>Improvements in SEND, more able pupil premium, LAC pupils meeting P8 targets.</p> <p>Milestones See objective column for milestone Upward trend in school data</p>	<p>Actions and success criteria</p> <p>Milestones See objective column for milestone Upward trend in school data</p>	<p>JAP/KLF</p> <p>Faculties meet after each data entry to analyse current performance and agree on strategies for targeted intervention.</p> <p>Line management meetings to focus on this work.</p> <p>Updates to GB on progress towards targets provided through data entry and RAP meetings. See separate calendar of key dates.</p>
<p>b) To secure a P8 score for disadvantaged students which is above -0.5 and/or the upper band of the confidence interval is above zero.</p>				
<p>c) To continue to accelerate progress for SEND students at both key stages.</p>				
<p>d) To monitor the percentage of high, middle and low ability students with a positive P8 score, keeping all groups in line with or above national standards.</p>				
<p>e) To monitor and track the progress of students at KS3 across all subjects in light of the introduction of the Life Without Levels process and reporting to whether students are on track to reach their target KS4 grades.</p>				

<p>2. Whole school data tracking – FOCUS: implementing LWL and embedding it into our data and reporting systems.</p> <p>a) Staff are using student data effectively to plan and appropriate lessons to enable pupils to make good progress. They use data tracking to track pupil progress and intervene/adapt their teaching as needed.</p> <p>b) Staff record KS3 data on whether students are on track to achieve their target grades at the end of KS4, using our identified flightpaths.</p> <p>c) New reporting systems are now in place and have been reviewed and revised. Staff are confident using them,</p> <p>d) ATL grades to be monitored at KS3 and KS4 and interventions put in place if pupils are achieving grades C or D.</p>	<p>Actions and success criteria</p> <p>Provision of class data at the start of September results in staff using data for planning.</p> <p>Increased focus on KS3 data in Line Management Meetings.</p> <p>KS3 RAP team to identify lack of progress and intervene/support and monitor accuracy of reporting.</p> <p>KS3 RAP team to identify lack of progress communicate with students/parents early.</p>	<p>Actions and success criteria</p> <p>Continued CPD encourages and embeds use of data.</p> <p>Continue rolling training program for all staff on the use of data, including use of 4Matrix.</p> <p>New reporting systems for KS3 and KS4 in place and used by teaching staff.</p> <p>KS3 RAP group to meet every half term to review ATL and progress grades and organise interventions/support.</p> <p>KS3 RAP team to identify lack of progress communicate with students/parents early.</p>	<p>Actions and success criteria</p> <p>KS3 RAP group to meet every half term to review ATL and progress grades and organise interventions/support.</p> <p>KS3 RAP team to identify lack of progress communicate with students/parents early.</p>	<p>JAP/KLF Actions and success criteria</p> <p>Learning walks show teachers using data effectively to plan lessons.</p> <p>Line management meetings and MER feedback show LWL is being used.</p> <p>Review of data entry and reporting systems show they are being used effectively.</p> <p>LPPA/staff feedback to review new data and reporting systems.</p>
<p>3. Marking and feedback – FOCUS: Monitoring marking using departmental marking policies.</p> <p>a) Heads of faculty and heads of department will carry out marking and assessment scrutinies using the whole school and departmental policies as benchmarks.</p> <p>b) We will have a focus on marking for literacy and presentation during this academic year to support the literacy strategy and whole school marking policies. This includes specific learning walks looking at these aspects of pupil work.</p>	<p>Actions and success criteria</p> <p>HOFs and SLs complete book scrutinies as part of MER calendar. Departmental policies used to check quality of marking.</p> <p>Carry out learning walk in the autumn term to evaluate current practice in marking</p>	<p>Actions and success criteria</p> <p>HOFs and SLs complete book scrutinies as part of MER calendar. Departmental policies used to check quality of marking.</p> <p>Interventions for marking for literacy if required.</p>	<p>Actions and success criteria</p> <p>HOFs and SLs complete book scrutinies as part of MER calendar. Departmental policies used to check quality of marking.</p> <p>Milestone – scrutinies completed as per the MER calendar.</p>	<p>SLT Actions and success criteria</p> <p>Learning walks, book scrutinies, pupil pursuits, Taking the Temperature and line management meetings used to analyse and evaluate effectiveness of</p>

c) Departments/teachers are applying LWL within their marking.	for literacy and review interventions. Milestone – scrutinies completed as per the MER calendar.	Milestone – scrutinies completed as per the MER calendar.	Milestone – process reviewed at Academic Board.	marking and feedback. Refer to MER calendar.
4. Life Without Levels – FOCUS: Embedding new LWL assessment and reporting.	Actions and success criteria HOFs are able to discuss LWL standards and assessments at line management meetings.	Actions and success criteria HOFs are able to discuss LWL standards and assessments at line management meetings.	Actions and success criteria Pupils are able to talk about where they are in terms of progress.	SLT/HOFs Actions and success criteria Book scrutinies, Taking the Temperature, Learning Walks and Line Management meetings will all be used to monitor the implementation of LWL.
a) KS3 lessons and assessments reflect the new LWL standards in each subject area. b) b) Teachers understand the pathways pupils are on from Keystage 2 to Keystage 4 and are able to report with confidence at Keystage 3. This includes using the reviewed and revised Keystage 3 reporting system looking at whether pupils are on track or not to meet their targets.	Milestone - Staff report student data accurately in end of term reports.	Milestone - Staff report student data accurately in end of term reports.	We will review the reporting system again via academic board and/or working party to ensure it is working as we want.	
5. Three-year Keystage 4.	Actions and success criteria HOFs to feedback developments in SOLs in line management meetings.	Actions and success criteria HOFs checking new SOLs are being used in departments.	Actions and success criteria HOFs review changes to SOL in departments and feed back to line managers.	SLT/HOFs Actions and success criteria Book scrutinies, Taking the Temperature, Learning Walks and Line Management meetings will all be used to monitor the implementation of any new SOLs.
a) Ensure that all departments continue to develop and embed three-year schemes of learning for the new three-year keystone 4. b) Departments reviewed their keystone 3 provision last year in light of the changes to keystone 4. This academic year departments are to evaluate those changes and change where necessary.	Milestone – development of SOL recorded in line management documentation.	Milestone – development of SOL recorded in line management documentation.	Milestone – development of SOL recorded in line management documentation.	
6. To continue the development of leadership across the school to raise attainment and as part of our recruitment and retention work.	Actions and success criteria HOFs and SLs are able to discuss pupil progress and	Actions and success criteria HOFs and SLs are able to target pupils for	Actions and success criteria Subject areas continue to diminish the difference	KLF/JAP/Line managers Actions and success criteria Monitoring via

	progress of sub-groups in line management meetings.	interventions accurately – and not just in Year 11.	between disadvantaged and non-disadvantaged pupils.	academic board and line management meetings, including moderated learning walks.
b) Continue to implement changes for LWL and ensure middle leaders are tracking progress effectively at KS3, identifying underachievement and ensuring gaps close for subgroups.	Milestone – progress recorded in line management documentation.	Milestone – interventions recorded in line management documentation.	Milestone – progress recorded in line management documentation.	
c) Monitoring, Evaluation and Review – middle leaders have been involved in scrutinising books from each other’s faculties – this year they will run the process and feed back to SLT.	Middle leaders produce written feedback of their scrutinies for SLT and HOFs referring to their marking policies. Milestone – feedback documents are in faculty folders.	Middle leaders produce written feedback of their scrutinies for SLT and HOFs referring to their marking policies. Milestone – feedback documents are in faculty folders.	Middle leaders review marking policy and review with SLT. Milestone – any changes are reflected in the 2018-2019 MER calendar.	SLT Actions and success criteria Monitoring via SLT meetings.
d) Middle leaders to take more autonomy and run academic board themselves, overseen by SLT, to develop opportunities to work on projects together.	DW and LED take responsibility for agenda, minutes and liaison with SLT. Milestone – agenda and minutes for meetings are available to SLT/academic board members. Successful liaison regarding agenda items and feedback to SLT.	Academic board feedback on successful work undertaken. Milestone – agenda and minutes for meetings are available to SLT/academic board members. Successful liaison regarding agenda items and feedback to SLT.	Review of new system at the end of the year. Milestone – new system is reviewed and changes in place for the 2018-2019 academic year.	SLT/HOFs Actions and success criteria KLF/RG oversee academic board and liaise with DW/LED. End of year review undertaken.
e) Pittville to run a leadership course for middle and senior leaders in conjunction with the Balcarras Teaching Partnership to develop leadership knowledge and skills amongst aspiring middle and senior leaders.	Modules developed and course advertised across the partnership. Milestone - Staff have registered on the course.	Modules being delivered and staff gaining experience through the partnership. Milestone – modules are delivered and guest speakers have been involved.	Review of the course by those running it and staff who have used it. Milestone – review completed with BTP.	KLF Actions and success criteria KLF/RG working with DLB and EH to put course components together and monitor delivery.

<p>7.Numeracy See Numeracy Action Plan for more detail To continue the numeracy approaches launched in 2015 so the importance of numeracy in all subjects is recognised and communicated to pupils positively by all.</p> <p>a) Launch numeracy approach with new Year 7 cohort</p>	<p>Actions and success criteria</p> <p>Carry out Year 7 numeracy activity at the start of September</p>	<p>Actions and success criteria</p>	<p>Actions and success criteria</p>	<p>RF Actions and success criteria Evaluate whether multiplication skills/knowledge has improved in the year group Termly reports to Governors.</p>
<p>b) Push the core skill for each year group to be highlighted across the school in lessons where appropriate.</p>	<p>Year 7 cohort theme multiplication: 21 facts.</p> <p>Roll out new themes for Years 8 and 9</p>			<p>Evaluate success of new themes, how often are they referred to in other subject areas? Termly reports to Governors</p>
<p>c) WOWNOW focus in tutor time</p>	<p>Continue link with Literacy Strategy with WOWNOW</p>	<p>Visit tutor groups to ensure activities are used and evaluate impact</p>		<p>Review whether activities are taking place effectively. Termly reports to Governors</p>
<p>d) Continue to increase staff involvement and confidence</p>	<p>Numeracy slot is to be added to the staff meeting agenda to keep staff informed throughout year.</p>			<p>Termly reports to Governors</p>
<p>e) Raise profile of numeracy across the whole school</p>	<p>Maintain the numeracy in the news board but will trial filling it with pupils work this year.</p> <p>Continue termly numeracy challenges.</p>	<p>Set up reward scheme alongside this possible tied to house points.</p>		<p>Assess pupil and staff engagement by regularity of submissions reports to Governors</p>
<p>f) To work more closely to form links with our feeder schools.</p>	<p>Invite them to enter our</p>	<p>Invite the year 6 pupils up</p>	<p>Visit primary feeder schools</p>	<p>Has there been an</p>

	competitions	for an activity day		uptake in invitation to join us? Was event successful?
<p>8. Literacy See Literacy Action Plan for more detail To continue the literacy approaches established in 2014 underpinned by the English department, but supported by the whole school. Raise the profile of literacy across all subjects so its importance is understood and promoted by all staff and students.</p> <p>a) Improve reading across the whole school</p>	<p>Actions and success criteria</p> <p>Drop Everything And Read (DEAR) project – extend what already happens in English to a whole school project to be continued. There will also be selected dates throughout the year where there are 'surprise' sessions.</p>	<p>Actions and success criteria</p>	<p>Actions and success criteria</p> <p>DEAR project continues through the year.</p> <p>Posters about reading and reading challenges produced</p>	<p>AMI Actions and success criteria</p> <p>Evaluate project with staff and students. Termly reports to Governors</p>
<p>b) Improve spelling throughout the school.</p>	<p>Use of vocab books for students to note down spellings and practise them in tutor time</p> <p>Key words displayed for each department, in each classroom.</p>		<p>Termly Spelling Bee</p> <p>Continued use of vocab books.</p>	<p>Evaluate use of vocab books Termly reports to Governors</p>
<p>c) Use of phonics for students who are unable to decode words.</p>	<p>Phonics interventions to be set up in English and with support from SEND.</p>	<p>Phonics training to be included in INSET carousels</p>		<p>Evaluate the impact of the phonics interventions Termly reports to Governors</p>
<p>d) Continue link with numeracy through the NOW and WOW tutor activities</p>	<p>Continue link with Literacy</p>	<p>Visit tutor groups to ensure</p>		<p>Review whether</p>

	Strategy with NOW and WOW activities	activities are used and evaluate impact		activities are taking place effectively Termly reports to Governors
e) Marking for literacy – ensure that this is happening school-wide	Learning walk in term 1 with KLF to review whole school marking for literacy. Revise whole school marking policy in line with GCSE marking criteria, with a focus on SPAG.	Provide feedback / support for marking for literacy. Provide training in INSET carousels		Review marking for literacy – has it improved? Feedback to SLT
f) Focus on the crossphase with KS2. Link with feeder schools to look at transition and ensuring that students are making progress from KS2/ KS3	Visit to feeder. Transition project. Focus on the Literacy skills on their curriculum and ours.			Review marking for literacy – has it improved? Feedback to SLT
g) Whole school focus on raising the profile of Literacy and subjects making their Literacy in their curriculum more explicit.	Representatives from each department to form a team to focus on Literacy. Planning with other departments and other departments having a go at teaching Literacy so students can see that it's not just 'English'.			Review marking for literacy – has it improved? Feedback to SLT
h) Improving spoken language communication across the school.	Project to ensure that students are communicating effectively through speech in lessons. Debating society to be set up.			Review marking for literacy – has it improved? Feedback to SLT

<p>9.SEND</p> <p>a) Improve the progress of vulnerable pupils through KS3 nurture groups.</p>	<p>Actions and success criteria</p> <p>Nurture space established for September 2017 – work being completed over summer 2017.</p> <p>Year 8 pupils identified using Nurture criteria. Year 8 pupils to attend nurture sessions during period 5</p> <p>SH to be trained to work alongside HR</p> <p>Year 7 pupils to be identified during first half term. Year 7 nurture sessions during period 1.</p>	<p>Actions and success criteria</p> <p>Nurture sessions continue through to Easter.</p> <p>Review pupil progress throughout – KS3 progress data.</p>	<p>Actions and success criteria</p> <p>Nurture sessions end at Easter.</p> <p>Review of program.</p>	<p>EB</p> <p>Review sessions and report back to SLT and governors about progress.</p> <p>Review pupil progress and feed back to SLT and governors.</p>
<p>b) SEND garden</p>	<p>Order furniture and planters and establish space as safe environment for vulnerable students.</p> <p>Investigate links with outside help to develop planting.</p>	<p>Review use of space.</p>		<p>EB</p> <p>Responsible for ensuring area established and used.</p>
<p>c) Complete our work to achieve the Autism Award.</p>	<p>September – complete audit with National Autism Society (NAS).</p> <p>Plan rest of work to be done in 2017-2018.</p> <p>Whole staff training in November 2017.</p>	<p>Raise awareness in National Autism Week – 26th March 2018.</p>	<p>Achieve Autism Award.</p>	<p>EB</p> <p>Responsible for achieving the Autism Award.</p>

<p>d) Continue our work as a Dyslexia friendly school and prepare to renew our status in 2018.</p>	<p>Train new staff in dyslexia teaching.</p> <p>Train TAs in dyslexia testing so more can complete testing at Pittville or in our partner primaries.</p> <p>Review use of My Plans for our dyslexia students.</p> <p>Raise awareness in Dyslexia Awareness Week 2nd October 2017.</p> <p>Establish link with Literacy projects.</p>	<p>Prepare for renewal of our BDA status.</p>		<p>EB</p>
<p>e) Review our SEND register and information provided to staff, including revisiting Pupil Passports and looking at how a medical register can be incorporated. Training work with pastoral team on writing My Plans for vulnerable (PSP) students.</p>	<p>Basic information to be provided to all staff in class information sheets.</p> <p>Review of our current SEND register and how it supports our students and staff.</p> <p>Review of Pupil Passports and medical information and how this is disseminated to staff.</p>	<p>Results of review used to update our use of the Register.</p> <p>Changes to our passports and teacher information put into place and any staff training delivered.</p>	<p>New systems in place and working ready to roll over into 2018-2019 academic year.</p>	<p>EB</p>
<p>f) Staff training to continue to raise the skills of the teaching staff:</p> <ul style="list-style-type: none"> (i) Continue the primary partnership training sessions (ii) Training to all staff on effective use of TAs (iii) Attachment Training to all staff (iv) HLTAs training for key SEND staff (v) Ongoing Autism and Dyslexia training (see above) 	<p>Primary Partnership training starts – advertise to all teaching staff.</p> <p>HLTA training begins.</p> <p>Autism training to all staff.</p>	<p>Attachment training and TA training.</p>	<p>2/3 more HLTAs qualified.</p>	<p>EB</p>

g) Support for KS4 pupils underachieving at English and maths	Identify underachieving students and meet with them to establish what support they need.			EB
<p>10.Pupil Premium To review and enhance our spending of pupil premium to ensure we close the gap between the performance of PP and non PP students.</p> <p>a) Ensure all staff have clear data on all PP pupils. b) Make PP pupils (along with other groups) focus of our MER, marking data strategies. c) Long term aim - extra curricular enhancement opportunities to be tracked d) To extend aspirations and promote positive behaviours for learning with use of Elevate programme e) Exit surveys for Year 11 Pupil Premium students</p>	<p>Actions and success criteria</p> <p>Termly data reviews JAP/KLF MER cycle provides updates on progress to include whether gaps are closing</p> <p>Tutor Walks demonstrate that PP students are equipped to engage with learning</p> <p>Students have received Elevate session regarding aspirations</p> <p>Milestone – PP gap narrowing – see end of term data.</p>	<p>Actions and success criteria</p> <p>Termly data reviews JAP/KLF MER cycle provides updates on progress to include whether gaps are closing</p> <p>Students and their parents have received Elevate session regarding revision techniques</p> <p>Milestone – PP gap narrowing – see end of term data.</p>	<p>Actions and success criteria</p> <p>Termly data reviews JAP/KLF MER cycle provides updates on progress to include whether gaps are closing</p> <p>Exit surveys for Year 11 Pupil premium students results to be fed back to SLT and Governors</p> <p>Milestone – PP gap narrowing – see end of year data.</p>	KLF/EB
<p>11. Teaching to the Top</p> <p>a) Review the scope and quality of provision for our most able pupils in a context of challenge and high standards for all b) Plan for improvements for provision within our school improvement cycle c) Embed ideas about Teaching to the Top into our lessons d) Engage with Partner Primaries whilst undertaking most able activities to promote Pittville as a school of choice</p>	<p>Actions and success criteria</p> <p>Review of current provision has taken place with staff and pupils</p> <p>Action plan written based on challenge standards and improvements required</p>	<p>Actions and success criteria</p> <p>Faculties feed into curriculum developments within SOW MER calendar</p> <p>Programme of enhancement activities developed across faculties</p>	<p>Actions and success criteria</p> <p>Pupil and Parent voice feedback reports quality of provision to meet needs is now good</p> <p>Targeted Partner Primary schools invited to more able events</p>	PA/KLF

Aim 2: Ensure higher proportion of good or better teaching. To enhance our pedagogy to enable all of us to become truly great teachers.

Objectives	Actions to achieve/ Success Criteria/milestones			Evaluation and monitoring/ Person responsible
	Short term December 2017	Medium term: February 2018	Long term: June 2018	
<p>1. Teaching and Learning – FOCUS: Growth of teaching skills through focussed observation and research.</p> <p>a) Research projects to be run again this year with a continued focus on tailoring the project to departmental or individual needs.</p> <p>b) Training to be provided on what research looks like.</p> <p>c) More rigorous process used to vet suggested projects.</p>	<p>Actions and success criteria</p> <p>Research projects are re-launched and foci picked as staff complete the Performance Appraisal cycle and start working on 2017-18 DDPs.</p> <p>Training is provided on what research looks like and pro forma used to support staff developing their ideas.</p> <p>Milestone – foci are linked to DDP/PA and higher quality of projects produced.</p>	<p>Actions and success criteria</p> <p>Projects are underway and being monitored regularly.</p> <p>Milestone – staff engaged with process and collaborating in their research.</p>	<p>Actions and success criteria</p> <p>Results of research projects are fed back.</p>	<p>KLF/RG</p> <p>Actions and success criteria</p> <p>Ensure research projects are embedded in performance appraisal and used to improve teaching.</p>
<p>d) Continue work with NQT+1 teachers and look at any overlap with new staff training.</p>	<p>Set up new 2017-2018 group and begin looking at educational research. Discuss how this might support T&L development in the school.</p> <p>Look at who might benefit from parts of the new staff/NQT training package we already run.</p> <p>Milestone – new group established and new of staff ascertained. Program planned for the rest of the year.</p>	<p>NQT+1 group meet at least once a term.</p>	<p>NQT+1 group meet at least once a term.</p> <p>Review provision.</p> <p>Milestone – review of provision for staff in their early years of teaching completed.</p>	<p>KLF</p> <p>Ensure all new staff are settled and working effectively in their new teams.</p> <p>Support NQT and NQT+1 staff.</p>

<p>e) Focus on post-16 transition – staff understanding provision at post-16, careers opportunities, new courses and providers.</p>	<p>General information to staff on post-16 options. Launch post-16 visits so staff have time to plan.</p> <p>Possible INSET on apprenticeships</p> <p>Milestone – staff understand observation focus for the year.</p>	<p>February 19th INSET day – visit to a post-16 venue to look at careers/new courses.</p> <p>Milestone – all staff have visited a post-16 venue and fed back on their findings.</p>		<p>KLF Ensure all staff have a venue to visit and completed their visit. Ensure information gathered has been shared and is available to other staff.</p>
<p>d) Implement the new Homework Policy, including the use of ShowMyHomework</p>	<p>The new homework policy is completed and agreed by governors.</p> <p>Staff are briefed on the use of ShowMyHomework.</p> <p>All pupils are signed up to ShowMyHomework and have had an introduction through DT lessons and assemblies.</p> <p>Letters go home to parents about SMHW.</p> <p>Staff know the contents of the new homework policy.</p> <p>Milestone – all staff and pupils successfully signed up to SMHW and have logged on and accessed it.</p>	<p>HOFs monitor the setting of homework using SMHW and feed back to SLT via usual homework reviews.</p> <p>Continue to provide information to parents throughout the year about SMHW.</p> <p>Milestone - All staff are setting homework using SMHW.</p>	<p>Monitor uptake of SMHW with parents.</p> <p>Milestone - The new homework policy is embedded in school and staff are using SMHW as a matter of course.</p>	<p>KLF/DW/HOFS DW completes the homework policy. KLF drives implementation of SMHW and monitors its use. HOFs monitor use of SMHW within departments and ensure homework policy is implemented.</p> <p>Impact to be measured in 2018-2019</p>
<p>2. Continuing Professional Development – FOCUS: Middle Leaders and Staff taking ownership of CPD as part of the DDPs and Performance Appraisal Cycles.</p> <p>To provide staff with the best possible professional development.</p> <p>a) Increase the use of focussed good practice observations</p>	<p>Actions and success criteria</p> <p>Continue with Shared TTT Learning Walks with SLT and teaching staff.</p> <p>Staff to include focussed observations as part of their</p>	<p>Actions and success criteria</p> <p>Post-16 observation day to take place in February 2018.</p>	<p>Actions and success criteria</p>	<p>KLF/RG/HOFS Actions and success criteria</p> <p>KLF Monitor to ensure everyone takes part in post-16 observation.</p>

to share expertise both within school and outside.	performance appraisal.			RG/KLF to look at use of observations in performance appraisal during quality assurance process.
b) Continue the use of Twilight carousels so staff can pick appropriate CPD for themselves and have more opportunities to deliver CPD themselves. Use the Awareness, Action, Achievement cycle to embed CPD.	KLF to plan program for carousels based on Performance Appraisal requirements and feedback from CPD surveys.	2 Twilight INSET sessions used to deliver CPD. At the end of first session staff have to 'pledge' to apply what they have learned and feed back in the next INSET. Milestone – all staff taken part in carousels.	Event to be organised at the end of the school year to feedback and share good practice. Milestone - Positive feedback on CPD surveys	KLF Monitor staff activity at Twilight INSETS and evaluate feedback in June. Feedback to SLT and T&L Portfolio.
c) Continue the use of Staff Meetings to deliver whole school CPD, particularly around whole school initiatives such as Data & Reporting, Research projects, Autism, Apprenticeships, Attachment training, Marking for Literacy, performance appraisal, EAL.	KLF to plan program for Staff Meeting CPD and book any outside speakers.		Evaluate staff feedback on CPD produced. Milestone - Positive feedback on CPD surveys	KLF Evaluation through current CPD system and report to SLT/T&L portfolio.
d) Continue to improve the link between CPD and the School Development Plan, Department Development Plans, and Performance Appraisal.	KLF to advertise CPD program and other INSET available to all in September. To include advice on making the most of CPD. KLF/RG to use Performance Appraisals to identify CPD required.		Evaluate staff feedback via surveys and response to Performance Appraisal.	KLF/RG Evaluation through current CPD system and report to SLT/T&L portfolio.
e) Maintain and develop our links with the Teaching School Partnership	Attend the Teaching School Conference in November – some Pittville staff to present workshops. Staff invited to offer workshops on teaching and learning subjects throughout the year.	Continue to encourage staff to attend Teaching Partnership workshops and to use the website to develop further links.	Review our work with the partnership and evaluate how to develop it in the future.	KLF/RG

	<p>Continue to encourage staff to attend Teaching Partnership workshops and to use the website to develop further links.</p> <p>Launch leadership program through the teaching school partnership.</p>			
<p>3. Performance Appraisal</p> <p>a) Performance Appraisal identifies targets for all staff or how they can further improve their teaching and subsequently outcomes for students. Middle leaders need to be more consistent in using performance appraisal to identify what will make staff become truly great teachers.</p> <p>b) All staff to be observed teaching as part of PA cycle.</p> <p>c) There needs to be a clearer link between the needs identified by the appraisal system and the CPD organised and offered by the CPD lead.</p>	<p>Actions and success criteria</p> <p>Changes to Performance Appraisal policy flagged up with staff, including appendices –Sept 2017.</p> <p>Whole staff training on Performance Appraisal –Sept 2017</p> <p>Use of pre-appraisal forms to get staff to engage more fully with the appraisal system.</p> <p>All performance reviews and planning records completed by Oct 31 2017</p> <p>Staff questionnaire following appraisal period to elicit staff views.</p> <p>HOFs to complete CPD audit.</p> <p>Moderation by SLT is complete</p> <p>Staff able to identify and articulate their needs.</p> <p>Mentors identified. Middle leaders have been more consistent.</p> <p>Evidence in moderation. Report on PA to full GB December 2017.</p>	<p>Actions and success criteria</p> <p>Mid-term reviews completed by 31 March 2017. All observations are complete or are planned.</p>	<p>Actions and success criteria</p> <p>PA planning and review is consistent and staff evaluations show positive outcomes from reviews.</p>	<p>RG/KF HOFs</p> <p>Reports to full GB each term on progress with PA</p>

Aim 3: Provide a caring, inclusive and encouraging school environment to provide the best possible pastoral care for our students.

Objectives	Actions to achieve/Success criteria/Milestones			Evaluation and monitoring/ Person responsible
	Short term December 2017	Medium term February 2018	Long term June 2018	
<p>1. Attendance Our attendance strategies will result in:</p> <p>a) Achieve whole-school attendance at or above the national average of 94.8 % by July 2018. Baseline 94.34% June 2017.</p> <p>b) Reduction in PA (85%) to less than 14% by June 2018. Baseline 16.1% June 2016. June 2017 14.8%</p> <p>c) Reduce gap between PPI and Non PPI to below 3% by June 2018. Baseline 3.6% June 2016. June 2017 3.12%</p> <p>d) Attendance of FSM eligible students to be at NA of 92.5% by June 2018. Baseline 92% June 2016. July 2017 91.52</p> <p>e) Attendance gap for FSM/non-FSM to be reduced to less than 3.50% by June 2018. Baseline 5.6% June 2016. June 2017 3.53%</p> <p>f) Year 11 attendance at 94.5% by June 2018. Baseline 93.5% (Yr10) June 2016. June 2017 92.58%</p> <p>g) 15% students achieving 100%. Baseline 79/575 students June 2016 (13.7%) June 2017 90/587 students (15.3%)</p> <p>h) 70% attenders at 95+. Baseline 376/575 students June 2016 (65.4%). June 2017 350/587 (59.6%)</p> <p>The above will act as milestones</p>	<p>Actions and success criteria</p> <p>Launch of new attendance action plan</p> <p>Attendance poster competition launched with support of the borough council</p> <p>Launch of new rewards policy with part focus on rewarding good attenders to raise profile in school</p> <p>Launch of 100% club Review of attendance policy</p> <p>Half termly focus on attendance at SLT</p> <p>Milestones-upward trend</p>	<p>Actions and success criteria</p> <p>Report to Inclusion Portfolio to review progress against all targets.</p> <p>Attendance is high profile across the school through displays, staff meetings, briefings, parents' evenings, newsletters, and letters. Display materials at focal points – form rooms, corridors, open evening, parents evening, information evening, weekly house briefing and whole school update.</p> <p>Punctuality is being monitored through late patrol and in school by pupil pursuits and MER. Actions against attendance action plan have been met.</p> <p>Milestones-upward trend</p>	<p>Actions and success criteria</p> <p>Continued implementation of action plan</p> <p>Actions are embedded in school</p> <p>Milestones-upward trend. Have targets been met</p>	<p>AP</p> <p>Half termly and termly reports to Portfolio and full GB and project group</p> <p>Half termly focus on attendance at SLT for review progress</p>

<p>2. Development of growth mind-set through house system/effort challenge/independent learning. Developing an ethos of independence, resilience and motivation. Leading to a culture celebrating effort and persistence in the face of setbacks and criticism</p> <p>Effort Challenge – Mean Average ATLs</p> <table border="1" data-bbox="129 459 602 708"> <thead> <tr> <th>Yr Grp</th> <th>July 2015</th> <th>July-16</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>4.58</td> <td>4.57</td> </tr> <tr> <td>8</td> <td>4.8</td> <td>4.86</td> </tr> <tr> <td>9</td> <td>4.58</td> <td>4.77</td> </tr> <tr> <td>10</td> <td>4.27</td> <td>4.3</td> </tr> <tr> <td>11</td> <td>3.63</td> <td>4.22</td> </tr> <tr> <td>WS</td> <td>4.37</td> <td>4.54</td> </tr> </tbody> </table>	Yr Grp	July 2015	July-16	7	4.58	4.57	8	4.8	4.86	9	4.58	4.77	10	4.27	4.3	11	3.63	4.22	WS	4.37	4.54	<p>Actions and success criteria Development of character curriculum linked to secondary SEAL outcomes. Year 7 & 8 reward system to be linked to the secondary seal outcomes. Students rewarded for embracing a growth mind-set.</p> <p>Progress leaders to work with identified students to improve their mind-set and impact on their ATL grades.</p> <p>Milestones There are measurable improvements in confidence levels amongst students. Independent learning is a central feature of learning around the school.</p>	<p>Actions and success criteria Lunch time tutor sessions to develop a mind-set culture, by identifying relevant mind-set heroes and exploring their characteristics.</p> <p>Tutees to be rewarded for displaying said characteristics over the course of a fortnight. Tutor mind-set heroes to be rewarded every term by an external trip with the HOH to local amusements.</p> <p>The school to identify one mind-set hero per term, said individual characteristics to be explored, faculties to use this to identify their mind-set hero for the terms</p> <p>Tutor mind-set heroes and faculty mind-set heroes to be displayed in Pastoral area to celebrate their success and the reason for their success.</p> <p>Milestones Any visitor to the school is able to identify the growth mind-set as being a central feature of school through extensive displays in all areas of the school.</p>	<p>Actions and success criteria PSHCE sessions to be used during term 1 to help Year 7 students manage their feelings during transition. Who are you, what am I feeling and recognising feelings in others? Feeling valued in a group and how to relax.</p> <p>Year 8 to complete the Pittville Mind-set challenge to show their contribution to school life. Students to be rewarded through a bronze, silver and gold award for their contribution to school life</p> <p>PSCHE session to be used during term 5 to Year 9 students managing their transition between Key stage 3 and four.</p> <p>Milestones Online pupil survey data, decrease in the % wanting to help to manage their feelings</p> <p>2014: Online pupil survey</p>	<p>SI To evaluate the impact of the growth mind-set we will measure the number of praise stamps given to Key stage 3 students and identify the positive areas they are being rewarded for e.g. which of the secondary seal outcomes are they working towards and which the areas that need to be improved are. This will be addressed through recognising mind-set heroes that display these characteristics</p> <p>Baseline of year group/house effort grade averages will be taken for summer 2015 and used as a tool to measure success over the next two academic years</p> <p>Students apply their knowledge, understanding through their work as peer mentors e.g. friendly faces and road safety officers or through the completion of the Pittville Mind-set Challenge. Reports to Full GB and Inclusion Portfolio</p>
Yr Grp	July 2015	July-16																							
7	4.58	4.57																							
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	<p>Some improvement in the average ATL grade awarded compared to summer 2016 baseline of 4.54. Target set at 4.56 average ATL grade. Improvements in KS3 progress- see data milestones.</p> <p>Identified students show an increase in their ATL grades between sessions.</p>	<p>Students are able to articulate and confidently talk about the growth mind-set.</p> <p>Good level of improvement in the average ATL grade awarded compared to summer 2016 baseline. Target ATL average to be 4.57. Improvements shown in progress data by autumn term October 2016.</p>	<p>30% said Managing stress in school was difficult. Through the Year 7 & Year 9 intervention a reduction in the 2016 online pupil survey.</p> <p>2014: Online pupil survey contribution to school life was limited, use of the Pittville mind-set challenge to increase whole school and extra-curricular activities.</p>	
<p>3. Safeguarding To ensure the school meets all statutory safeguarding requirements.</p>	<p>Complete and review safeguarding audit for the LA. Key staff to have completed de-escalation and restraint training. All new staff trained and all staff briefed/updated in radicalisation awareness. Complete a safeguarding report for Governors Dec 2017 Ensure safeguarding remains high profile with staff and governors</p>	<p>Report to governors April 2018 Mid-term review of safeguarding audit. All actions from safeguarding audit on track or completed.</p>	<p>Report to governors July 2018 End of year review of safeguarding audit All actions in audit completed</p>	<p>AP as safeguarding lead APW as safeguarding governor</p>
<p>4. Parental engagement-LPPA To embed the LPPA programme in order to improve engagement and communicate effectively with key partners in order to ensure:</p> <p>a) Clear, specific and targeted information is provided to parents b) To support positive parenting c) To extend volunteer opportunities to maximise</p>	<p>Actions and success criteria</p> <p>Greater range of communications employed to give parents access to information and engagement opportunities</p> <p>Email system to</p>	<p>Actions and success criteria</p> <p>Engagement with AFA/underachieving structured conversations – termly improvement in engagement. Baseline set from 2016-17.</p>	<p>Actions and success criteria</p> <p>Parents will report through Parent view that communication has improved and that suitable methods of communication are now being used</p>	<p>KLF Overseeing in short term.</p>

<p>d) choice and minimise barriers To promote the use of parent ambassadors</p> <p>e) To ensure that parental engagement is at the forefront of future school planning</p>	<p>communicate with parents set up and used regularly.</p> <p>ShowMyHomework set up and parents informed in September 2017.</p> <p>A programme of joint parent/child opportunities is formally established across faculties – this is a long term target.</p> <p>Milestones Programmes established and publicised to parents and primary schools Feedback on Parent view, responding to questions 1 (My child is happy at this school) and 3 (My child makes good progress at this school) with positive increase in response. Baseline from current questionnaire used at parents consultation evening</p>	<p>Milestones</p> <p>Use of ShowMyHomework amongst parents monitored and reviewed.</p> <p>A programme of joint parent/child opportunities is formally established across faculties – this is a long term target.</p>	<p>Milestones Feedback on Parent view, will show over 70% satisfaction with engagement with school</p>	
<p>5. IAG – FOCUS: Raising the profile of Work Experience and continuing to Spread IAG provision further down the school.</p> <p>a) Year 11 – Maintain current level of applications before leaving. Ensure that applications are appropriate.</p>	<p>Actions and success criteria</p> <p>KLF to gather data in September and plan IAG provision.</p> <p>Information evenings and assemblies delivered to students and parents.</p> <p>IAG Lesson Plans reviewed and updated for Year 11</p>	<p>Actions and success criteria</p> <p>By Easter every Year 11 student and has IAG advice and the majority have completed applications for their post-16 places.</p>	<p>Actions and success criteria</p> <p>By June every Year 11 has an application in OR has been identified as NEET and the appropriate authorities alerted.</p>	<p>KLF/SI</p> <p>Monitored by T&L portfolio and Prospects.</p>

	PSCHE sessions.			
b) Provide more information to whole school staff so everyone is a teacher of IAG.	<p>Actions and success criteria</p> <p>KLF to brief Year 11 tutors on their role in September</p> <p>General information provided to all staff about post-16 options.</p> <p>Encourage more departments to display information about careers and/or bring careers information into enrichment activities.</p>	<p>Actions and success criteria</p> <p>All staff to visit a post-16 venue to find out about post-16 options, courses and requirements.</p>		<p>KLF</p> <p>Monitored by T&L portfolio.</p>
c) Work experience to have a more prominent role and feed into Year 11 applications.	Work experience launched at the end of Year 9.	Every Year 10 pupil to receive IAG guidance to plan and organise their work experience.	Work experience is reviewed at the end of the placement and is ready to feed into CVs and applications in Year 11	SI
d) IAG to feed down into lower year groups.	<p>SI/KLF to plan assemblies and speaker sessions for lower school groups.</p> <p>IAG Lesson Plans developed for KS3 PSCHE sessions.</p>			SI
e) Complete options process for Year 8 and review how this has worked now we are only targeting this younger year group.	Options assemblies and/or Options Carousels to Year 8 in November and Options Booklets completed.	Options Evenings in January. KLF to see all Year 8 students once options are in to confirm appropriate choices have		

	Review of assessment and reporting to Year 8 by options subjects to support options process.	been made.		
<p>6. PSCH</p> <p>Our PSCH curriculum is in line with the Gloucestershire Healthy Life and Living guidance and Keeping Children Safe in Education March 2015. With the GHLL accreditation for Healthy schools. Working towards the GHLL mental health champion award.</p> <p>The PSCH curriculum will evolve to reflect the personalised needs of the students and community facilitated by the use of online pupil data collected in Years 8 & 10, pastoral surveys, the daily behavioural log and weekly meetings between the Assistant Head for pastoral Assistant Head SENCO and the HOH.</p>	<p>Actions and success criteria</p> <p>To develop three tiers of PSCH</p> <p>Tier one whole school PSCH sessions (once a fortnight, establishing a six lesson day</p> <p>Tier two: Identified small group interventions for more vulnerable and at risk students</p> <p>Tier three: one to one programs of study to support the most at risk or vulnerable, linked to SEMH</p>	<p>Actions and success criteria</p> <p>To increase the use of outside agencies in the delivery of more subject sensitive issues, e.g. Wrecked (Dangers of drink/drug driving) by Gloucestershire police force (Whole school)</p> <p>The use of small group interventions Crime stoppers to work with at risk students on a smaller scale.</p>	<p>Actions and success criteria</p> <p>The development of solution focused training, allowing the PSCH curriculum to support the pastoral needs of the students.</p>	
<p>7. Behaviour for Learning</p> <p>As a school we are adopting an approach that is intolerant of classroom disruption. We aim to ensure that our behaviour systems are more efficient and build on the established, good standards of behaviour across the school. We believe that a very small minority of students do not fully engage in their lessons and behave in a way that does not meet the high expectations of the school. We intend to reduce this number by working with 'repeat offenders' on specific intervention programmes.</p>	<p>Actions and success criteria</p> <p>New admin and tracking system for BFL to be in place. September 2017</p> <p>Staff are trained in new systems-September 2017</p> <p>New Rewards policy is in place and disseminated to staff</p> <p>Revised reward system in place and working well. Increase in number of students receiving House Points and other awards. Baseline- number of</p>	<p>Actions and success criteria</p> <p>Evaluate impact of revised strategies on low level behaviour disruption.</p> <p>Ongoing review of rewards strategies-Pupil voice Parental feedback Staff feedback</p> <p>Review of location for pastoral has begun</p> <p>Milestones</p>	<p>Actions and success criteria</p> <p>New systems fully embedded and working effectively</p> <p>Staff questionnaire on behaviour and impact of new policy</p> <p>Review of location for pastoral complete and actions identified. Review of impact of rewards-student voice, parental voice</p> <p>Review of 3 day and 3 week</p>	<p>AP HoH</p> <p>Reports to GB portfolio SLT House reports</p>

	<p>referrals to referral room and number of FTE July 2017</p> <p>Numbers on 3 day and 3 week programme –Dec 2017</p>	<p>Measured against baseline</p> <p>Fewer referrals</p> <p>Fewer FTE</p> <p>Numbers on 3 day and 3 week programmes</p>	<p>programmes- what has been successful/unsuccessful?</p> <p>Milestones</p> <p>Measured against baseline</p> <p>Fewer referrals</p> <p>Fewer FTE</p> <p>Numbers on 3 day and 3 week programmes</p>	
<p>8. Staff Wellbeing</p> <p>a) To encourage a partnership approach to meeting the needs of both Pittville and its staff</p> <p>b) To carefully plan and agree work- life balance solutions including flexible working practices where possible and appropriate without damaging the opportunities for students to succeed</p> <p>c) To include a monitoring, evaluation and review mechanism, embedded within the school improvement plan and linked to performance management, for work-life balance initiatives and strategies</p>	<p>Actions and success criteria</p> <p>Ensure that staff needs are addressed on a termly basis and actions taken communicated to staff</p> <p>To agree with SLT and Governors and present to staff a bank of strategies that promote work-life balance</p>	<p>Actions and success criteria</p> <p>Promote work life balance solutions to staff through INSET sessions</p> <p>Run staff wellbeing questionnaire to take the temperature of morale</p>	<p>Actions and success criteria</p> <p>To evaluate results of staff well-being questionnaire and analyse effectiveness of interventions adopted</p> <p>Results of findings are fed back to SLT and Governors and findings feed into action plan for 2018-0</p> <p>Effectiveness of CPD evaluated</p>	KLF

Aim 4: Managing/Ensuring the sustainable growth of the school

Actions to achieve	Success criteria/Milestones	Evaluation and monitoring/ Person responsible
Development of land sale to bring about planned improvements to sports facilities		RG/SLM Full GB meetings Finance and premises portfolio
Maintain a sound financial planning, budgeting and reporting procedure given the financial constraints the school is facing. To ensure the full GB is actively involved in exploring ways of raising funds for the school. This will be outlined in the fundraising strategy and will be shaped around 5 principles. The detail of this can be found in the fundraising strategy document	Strict financial budgetary control maintained with monthly internal monitoring supporting termly reporting to Finance and premises portfolio Fundraising strategy has been written and is in place by September 2016. Review annually.	SLM/RG Finance and premises portfolio RG/BH
Work with LA to ensure that we maintain, refurbish and develop the existing building so that it is fit for purpose. This will include: <ul style="list-style-type: none"> • ensuring that we maintain our existing building so that it is fit for purpose. Planning the most cost effective refurbishment, which will ensure the school is able to integrate larger year groups into the school whilst comfortably meeting the curriculum needs of the students/school. 	Plans for first phase refurbishment have been completed by February 2017. Plans are ongoing as a result of expansion.	RG/SLM/AM/KLF Full GB meetings Finance and premises portfolio
Work with the LA to plan a sustained and consistent growth in pupil numbers thus enabling the school to effectively plan for appropriate staffing levels to satisfy the curriculum requirements. The school will work with the LA to ensure that year groups are not adversely affected by in year admissions and that numbers are robust to warrant such increases in student numbers. Review of admission policy for 2018 in place by December 2016 to take account of any planned increases.	Meeting with LA in autumn term 2017 to plan for any increases in student numbers and to establish future plans Indications on pupil numbers by October 2017 Update in March 2018 following allocations.	RG Full GB meetings Finance and premises portfolio
Implementation of Pittville School Governing Body Action plan (see governors section of website)	Refer to action plan	RG/APW/full GB
HR and succession planning cross reference to aim 2 To provide opportunities through internal and external staff CPD development which support further improvements in teaching, curriculum development and addresses succession planning and staff aspirations. This will be provided through internal and external staff CPD development Key action points will include: <ul style="list-style-type: none"> • Planning for leadership development at SLT level by building capacity through distributed and opportunities for CPD for Middle leaders e.g. in timetabling, curriculum development. This will also be facilitated by continuous review of CPD for all staff across the school • Implementation of leadership development programme facilitated by the teaching school. • Implement Governance action plan. Reviewed July 2017. This will be facilitated through CPD training as appropriate. 	Review of staff questionnaires-Sept 2017 Review of CPD provision ongoing Continuous review of impact of changes to governance resulting from governance training and changes in membership. Formal external review of impact of changes by December 2017 of: <ul style="list-style-type: none"> • Portfolio structure • Role of staff governor • Impact of new structure to full GB meeting 	SLT Full GB Meetings Portfolio

<ul style="list-style-type: none"> • Review of structure of leadership team to ensure the structure is fit for purpose. • Review house structure to ensure it is fit for purpose as the school grows. • Ensure clarity to threshold process and performance appraisal policy. <p>This will be supported by:</p> <ul style="list-style-type: none"> • The teaching school work • The Balcarras partnership <p>Internal appointment opportunities</p>	<ul style="list-style-type: none"> • Effectiveness of clerking <p>Review of SLT structure Planning for introduction of fourth house Actioned by September 2018</p>	
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