Pittville School, Cheltenham

School Development Plan

2016-2017

Revised version ratified by Full Governing Body:

Contents

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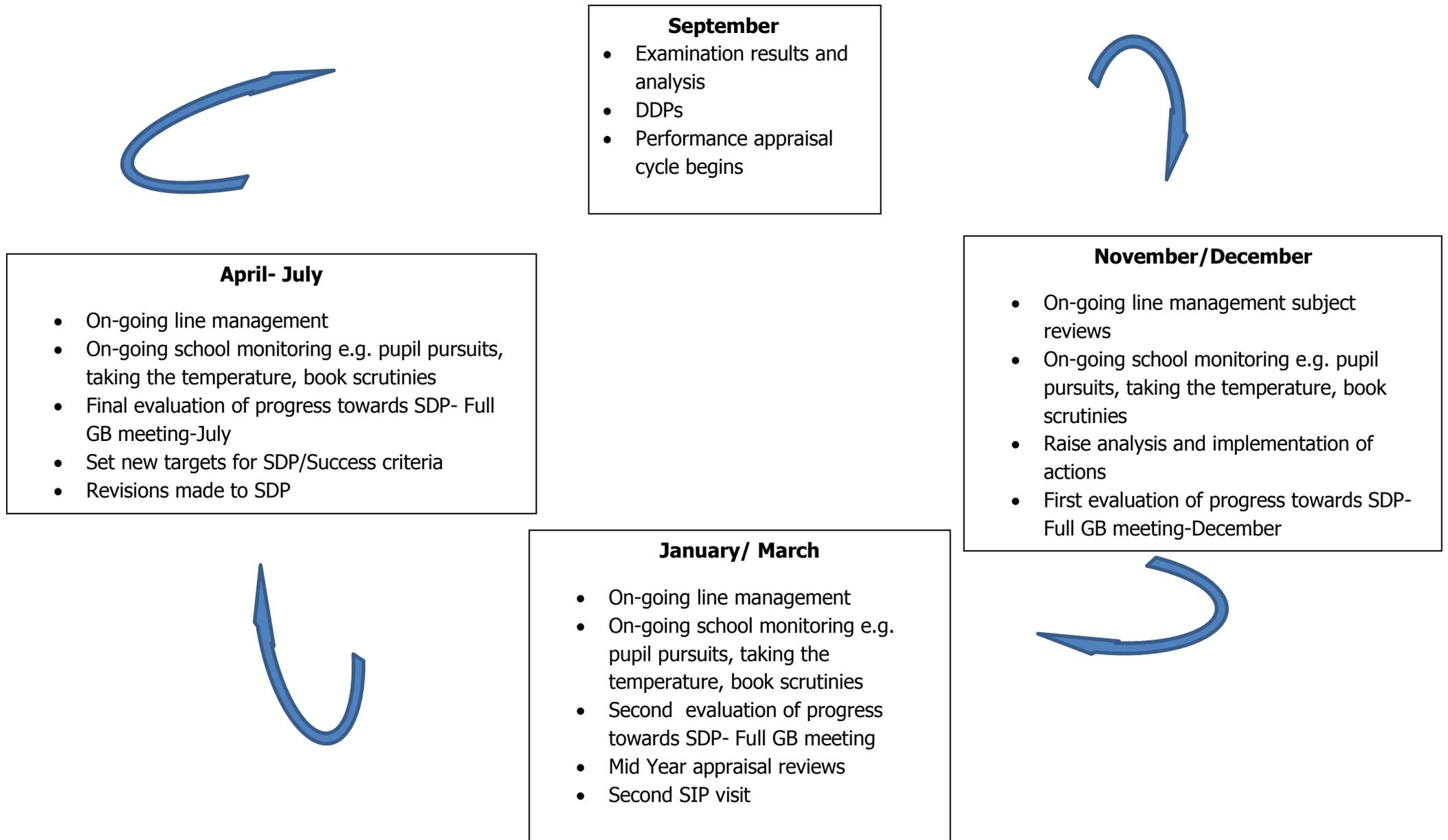
Keen to sustain success, this plan sets a direction for the continued improvement of the school. It provides a working set of principles, important priorities and a list of key actions for implementation.

References

Mindset: The New psychology of Success: Carol Dweck isbn: 9780345472328
Bounce: Matthew Syed isbn: 9780007350544

The School's self evaluation cycle

September
- Examination results and analysis
- DDPs
- Performance appraisal cycle begins

April- July
- On-going line management
- On-going school monitoring e.g. pupil pursuits, taking the temperature, book scrutinies
- Final evaluation of progress towards SDP- Full GB meeting-July
- Set new targets for SDP/Success criteria
- Revisions made to SDP

November/December
- On-going line management subject reviews
- On-going school monitoring e.g. pupil pursuits, taking the temperature, book scrutinies
- Raise analysis and implementation of actions
- First evaluation of progress towards SDP-Full GB meeting-December

January/ March
- On-going line management
- On-going school monitoring e.g. pupil pursuits, taking the temperature, book scrutinies
- Second evaluation of progress towards SDP- Full GB meeting
- Mid Year appraisal reviews
- Second SIP visit

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, iii) Percentage achieving a "good" grade in both English and Maths (grade 5+); 40% (based on previous 5A*CEM floor target)

Key Stage 4

1. Maintain an Attainment 8 grade which is at or above the school target (D+)
2. Maintain a Progress 8 score for the whole cohort which is above -0.5
3. Secure a Progress 8 score for disadvantaged students which is above -0.5 and/or the upper band of the confidence interval is above zero
4. 45% of students achieve a grade 9 – 5 in both English and maths in Summer 2017
5. 7% (English) and 12% (Maths) achieve a grade 7 or 8/9
6. 10% of students achieve the Ebacc measure
7. Maintain Progress 8 scores in all non-core subjects which are at or above -0.5 (or in line with national figures)
8. Students of all ability levels maintain Progress 8 scores that are at or above -0.5 (or in line with national figures)

Key Stage 3

9. Students achieve expected and good progress across KS2 – KS3 improving on previous data
10. Disadvantaged students maintain expected and good progress at or above other students from similar starting points in a range of subjects

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 2016	**Medium term: April 2017**	**Long term: June 2017**	**Evaluation and monitoring/ Person responsible**
1. Pupil Progress a) To minimise the P8 gap between disadvantaged students and other students nationally at KS4.	**Actions and success criteria** Progress Leaders meet every half term with KLF/JAP/RL to identify students for support at KS3: - Maths and English interventions - mentoring - support with learning/ organisation etc.	**Actions and success criteria** Line management meetings on these performance indicators.	**Actions and success criteria**	**JAP/KLF** Faculties meet after each data entry to analyse current performance and agree on strategies for targeted intervention.
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.				
c) To continue to accelerate progress for SEND students at both key stages.	Faculties meet after each data entry to analyse current performance and agree on strategies for targeted intervention.			Line management meetings to focus on this work. Updates to GB on progress towards targets provided through data entry and RAP meetings. See separate calendar of key dates.
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.				
	Milestone See objective column for milestone	**Milestones** See objective column for milestone	**Milestones** See objective column for milestone	
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.				

2.Whole school data tracking – FOCUS: implementing LWL and embedding it into our data and reporting systems.	Actions and success criteria	Actions and success criteria	Actions and success criteria	JAP/KLF Actions and success criteria
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.	Provision of class data at the start of September results in staff using data for planning.	CPD, including Lesson Study encourages and embeds use of data.	KS3 RAP group to meet every half term to review ATL and progress grades and organise interventions.	Learning walks show teachers using data effectively to plan lessons.
b) Staff record KS3 data using the new LWL system of standards.	Increased focus on KS3 data in Line Management Meetings. KS3 RAP team to identify lack of progress and intervene early.	Continue rolling training program for all staff on the use of data, including use of 4Matrix. New reporting systems for KS3 and KS4 in place and used by teaching staff.	RAP group to produce termly report on progress. Impact measured by reduction in ATL grades C and D.	Line management meetings and MER feedback show LWL is being used.
c) New reporting systems are now in place. Staff to use these effectively.	New KS3 data recording systems in place for Term 1 data entry and used by teaching staff. KS3 Parent Information evening in September.	KS3 RAP group to meet every half term to review ATL and progress grades and organise interventions.		Review of data entry and reporting systems show they are being used effectively.
d) Parents to be aware of and understand the changes to our data tracking and reporting systems.	Year 10 and Year 11 information evenings in September.			LPPA/staff feedback to review new data and reporting systems.
e) ATL grades to be monitored at KS3 and KS4 and interventions put in place if pupils are achieving grades C or D.	Improved KS3 Curriculum booklets issued in September. KS3 RAP group to meet every half term to review ATL and progress grades and organise interventions.			

3.Marking and feedback – FOCUS: Implementing the new marking policy.	Actions and success criteria	Actions and success criteria	Actions and success criteria	SLT Actions and success criteria
a) New whole school marking policy launched and departmental marking policies launched and embedded.	Launch new whole school policy to all staff.	New MER calendar book scrutinies will be done by department and will evaluate how well the new marking policy has been implemented.	HOFs evaluate their marking policies and how well they are being implemented.	Learning walks, book scrutinies, pupil pursuits, Taking the Temperature and line management meetings used to analyse and evaluate effectiveness of marking and feedback. Refer to MER calendar.
b) Departmental marking policies launched and implemented.	HOFs launch and implement their departmental policies.		HOFs reports to Line Managers should reflect this.	
	CPD/INSET to be provided looking techniques for marking effectively and managing workload.	HOFs and SLs are checking marking and feedback regularly using their marking policies.	Year 10 students know the structure of their new GCSE courses. Survey to be completed at the end of year 10.	
c) Departments/teachers are applying LWL within their marking.	Continue to share best practice for effective feedback.			
	CPD/INSET to provide refresher on marking for SEND to embed work started in 2015-2016.	These will be checked and followed up in Line Management meetings.		
d) Students know the structure of their new courses.	Year 11 Students know the structure of their new English and maths courses. Checked in exit survey.			
4. Life Without Levels – FOCUS: Implementing new LWL assessment and reporting.	Actions and success criteria	Actions and success criteria	Actions and success criteria	SLT Actions and success criteria
a) KS3 schemes of learning reflect the new LWL standards in each subject area. Schemes of work are embedded and are of a good standard to support teachers to teach and to be creative in their planning. This includes PQ4R and BDA strategies.	Departments implement LWL in their teaching and assessment. MER Calendar includes Schemes of Learning	Schemes of learning reflect how LWL is implemented in each department. LWL is used in all assessments in each	Students are aware of the changes in assessment and understand how they relate to their learning. Departments have	Schemes of Learning reviews, book scrutinies, Taking the Temperature, Learning Walks

b) KS3 assessments reflect the new LWL standards in each subject area.	Reviews to look at implementation of LWL.	department.	moderated LWL assessments internally.	and Line Management meetings will all be used to monitor the implementation of LWL.
c) Teachers are able to report the new LWL standards with confidence				
5. Three-year Keystage 4. a) Carry out a duel-options process for years 8 and 9 (see further information under IAG).	Parents and pupils informed about the new curriculum and options process.	Options process completed – options are in and KLF sees Year 8 and 9 students to ensure appropriate options are taken.		
b) Review the timetable for a three-year keystage 4.	Review how the timetable will be put together and whether some or all blocking will be needed.	Once options are in, complete the KS4 part of the timetable and ensure group sizes will work. Analyse staffing requirements and report back to SLT.	Complete new timetable for July.	
c) Ensure good communication with parents	Early communication with year 8 parents in September and November.	Options evenings for Year 8 and Year 9 separately. Parents are informed of their childrens' options. Feedback from parents questionnaires to show positive response to changes.		
d) Review the KS3 curriculum for 2017-2018 with Middle Leaders.	Discussion with academic board as to final curriculum	Discussion with academic board as to whether any		

	structure. This to be in place at the end of half term.	changes are required at KS3 to ensure smooth transition to new KS4 – this will affect the options subjects.		
6.To continue the development of middle leadership in raising whole school attainment.- FOCUS: establishing HOFs as leaders of their own mini-schools. a) Continue improvements at in analysing and evaluating pupil progress at KS4 to identify underachievement and ensure gaps continue to close for subgroups. b) Implement changes for LWL and ensure middle leaders are tracking progress effectively at KS3, identifying underachievement and ensuring gaps close for subgroups.	**Actions and success criteria** 4 Matrix used effectively to review and report to SLT/Governors student progress and attainment for all groups and KS3 and KS4. Middle leaders taking full part in RAP meetings at KS4.	**Actions and success criteria** 4Matrix data used effectively to review progress throughout the year. Middle leaders using data to identify and close gaps for all groups. They are able to explain where and why gaps exist and what interventions are being put in place. Middle leaders liaise with new KS3 RAP team to support this work.	**Actions and success criteria** Moderation and standardisation of assessments at KS3 and KS4 is being carried out internally.	**KLF/JAP/Line managers Actions and success criteria** Monitoring via academic board and line management meetings, including moderated learning walks.
c) Monitoring, Evaluation and Review – Middle Leaders regularly carry out checks in their departments and know their departments well. Continue work started two years ago – now looking to Middle Leaders to drive the process themselves.	Effective Department Development Plans and SEFs are produced at Exam Review and moderated by SLT. Middle leaders are checking books and seeing lessons in learning walks/book scrutinies – to continue throughout the year.	Middle leaders using their MER processes to support their staff in the Performance Appraisal process. Middle leaders using their MER processes to inform link governors. Middle leaders able to evidence MER with Line Manager.		
e) Continued professional development of Middle Leaders and the Academic Board as Leaders of their own mini-schools, and involved in the strategic development of the whole school.	Part of Academic Board time to be used for CPD delivery in areas including: • Staff development, CPD & Appraisal • Behaviour Management • Building teams	Evidence through CPD and Staff Wellbeing questionnaires.		

	• Curriculum planning and development • Strategic planning Evidence in Performance Appraisal targets and improved support for Middkes leaders' development.			
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. a) Launch numeracy approach with new Year 7 cohort	**Actions and success criteria** Carry out Year 7 numeracy activity at the start of September Year 7 cohort theme will follow the multiplication theme of 21 facts.	**Actions and success criteria**	**Actions and success criteria**	**RF** **Actions and success criteria** Evaluate whether multiplication skills/knowledge has improved in the year group **Termly reports to Governors.**
b) Continue with having a Theme that pupils work on in lessons and tutor time.	Roll out new themes for Years 8 and 9			Evaluate success of new themes **Termly reports to Governors**
c) NOW and WOW focus in tutor time	Continue link with Literacy Strategy with NOW and WOW activities	Visit tutor groups to ensure activities are used and evaluate impact		Review whether activities are taking place effectively. **Termly reports to Governors**
d) Continue to increase staff involvement and confidence	Re-launch strategy in the first week back and alert staff to where resources are kept	Develop numeracy workshops as part of carousel INSET		Evaluate effectiveness of workshops and confidence of staff using numeracy. **Termly reports to Governors**

e) Raise profile of numeracy across the whole school	Maintain the numeracy new board	Update the numeracy new board regularly Continue numeracy competitions such as 'my favourite number'	Update the numeracy new board regularly Continue numeracy competitions such as 'my favourite number'	**Termly reports to Governors**
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. a) Improve reading across the whole school	**Actions and success criteria** Drop Everything And Read (DEAR) project – extend what already happens in English to a whole school project to be launched in September 2016. To be carried out in tutor time with possible added 'surprise' sessions.	**Actions and success criteria** DEAR project continues through the year. Posters about reading and reading challenges produced	**Actions and success criteria** DEAR project continues through the year. Posters about reading and reading challenges produced	**AMI** **Actions and success criteria** Evaluate project with staff and students. **Termly reports to Governors**
b) Improve spelling through out the school, including for the most able	Introduction of Spelling Bees once a term Use of vocab books for students to note down spellings and practise them in tutor time	Termly Spelling Bee Continued use of vocab books	Termly Spelling Bee Continued use of vocab books	Evaluate use of vocab books **Termly reports to Governors** .
c) Use of phonics for students who are unable to decode words.	Phonics interventions to be set up in English and with support from SEND.	Phonics training to be included in INSET carousels		Evaluate the impact of the phonics interventions **Termly reports to Governors**

d)	Continue link with numeracy through the NOW and WOW tutor activities	Continue link with Literacy Strategy with NOW and WOW activities	Visit tutor groups to ensure activities are used and evaluate impact		Review whether activities are taking place effectively **Termly reports to Governors**
e)	Marking for literacy – ensure that this is happening school-wide	Engage with the whole school MER process and own book scrutinies to identify good practice and where support is needed.	Provide feedback / support for marking for literacy. Provide training in INSET carousels		Review marking for literacy – has it improved? Feedback to SLT
9.SEND- Our work in this area will result in: **See SEND action plan** a) More accurate and more detailed liasion with Pastoral teams to support transition b) Additional reviews built into calendar with Parents of SEND students to facilitate more effective support and provision c) Improve short term provision of Maths and English interventions with clear entry and exit criteria d) To use ICT more effectively to support litercay interventions through the use of reading road, Acceleread and Accelewrite e) To develop and provide semh interventions to remove emotional barriers to learning (solution focussed approaches) f) Improved outcome for students with SEND by continuing to close the gap (see aim 1)- g) Increased engagement of students and Parents in IAG information evenings and personalise applications process to ensure positive steps for moving on post 16. h) To undertake initial research regarding the validity of a 'Social Enterprise' model with Governors and local Primary Headteachers		**Actions and success criteria** See SEND action plan for detailed actions Termly data reviews MER cycle provides updates on progress to include whether gaps are closing. Links with pastoral ensure that pupils for whom SFA is suitable are identified prior to IBP/PSP Half termly meetings with progress leaders will identify students who are underachieving and action interventions Acceleread and Accelerwrite are being used effectively as part of independent interventions package	**Actions and success criteria** Termly data reviews MER cycle provides updates on progress to include whether gaps are closing IAG information evening organised with GLOSCOL and Hartbury College for SEND students Targeted SEND/PP students to have taken KUDOS online test and received additional individual careers advice	**Actions and success criteria** Termly data reviews MER cycle provides updates on progress to include whether gaps are closing. Pupil and Parent voice will report over 80% effective support during exit interviews and end of key stage reviews Capacity to manage SEMH barriers to learning will have increased	**RL** Review of progress against action plan Line management reviews Book scrutinies Termly updates to GB and GB portfolio
10.Pupil Premium a) Students to be given stationary equipment in Year 7 so they are equipped for learning		**Actions and success criteria** See PP action plan for	**Actions and success criteria** See PP action plan for	**Actions and success criteria** See PP action plan for	

	detailed actions	detailed actions	detailed actions	
b) Revision packs (including stationary) in Year 10 and 11 for all subjects c) Exit surveys for Year 11Pupil Premium students d) Extra curricular enhancement opportunities to be tracked e) To extend aspirations and promote positive behaviours for learning with use of Elevate programme for targeted groups	Termly data reviews JAP/KLF MER cycle provides updates on progress to include whether gaps are closing Tutor Walks demonstrate that PP students are equipped to engage with learning Extra curricular opportunities tracker used to analyse participation and barriers to engagement Targeted students have received Elevate session regarding aspirations **Milestone – PP gap narrowing – see end of term data.**	Termly data reviews JAP/KLF MER cycle provides updates on progress to include whether gaps are closing PP students have revision packs and techniques for revision. Targeted students and their parents have received Elevate session regarding revision techniques **Milestone – PP gap narrowing – see end of term data.**	Termly data reviews JAP/KLF MER cycle provides updates on progress to include whether gaps are closing Exit surveys for Year 11 Pupil premium students results to be fed back to SLT and Governors **Milestone – PP gap narrowing – see end of year data.**	
11. NACE 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) Begin work towards gaining a prestigious award for our work with the more able d) Engage with Partner Primaries whilst undertaking most able activities to promote Pittville as a school of choice	**Actions and success criteria** Review of current provision has taken place with staff and pupils Action plan written based on challenge standards and improvements required	**Actions and success criteria** Faculties feed into curriculum developments within SOW MER calendar Programme of enhancement activities developed across faculties	**Actions and success criteria** Pupil and Parent voice feedback reports quality of provision to meet needs is now good Targeted Partner Primary schools invited to more able events	

Aim 2: Ensure higher proportion of good or better teaching

Objectives	Actions to achieve/ Success Criteria/milestones			
	Short term December 2016	**Medium term: February 2017**	**Long term: June 2017**	**Evaluation and monitoring/ Person responsible**
1. Teaching and Learning – FOCUS: Growth of teaching skills through focussed observation and research. a) Lesson Study to be run for the third year with a renewed focus on tailoring the focus to departmental or individual needs.	**Actions and success criteria** Lesson Study is relaunched and foci picked as staff complete the Performance Appraisal cycle and start working on 2016-17 DDPs. **Milestone – foci are linked to DDP/PA**	**Actions and success criteria** Lesson study is underway and being monitored regularly. **Milestone – staff engaged with process and collaborating in their research.**	**Actions and success criteria** Results of lesson study work is fed back during the final Twilight INSET in June	**KLF** **Actions and success criteria** **EFS running Lesson Study.**
b) Establish an NQT+1/2 group to continue professional development of recently qualified teachers. The group focus will be on Action Research. Investigate possible T&L group amongst senior staff.	Set up group and begin looking at educational research. Discuss how this might support T&L development in the school.	Research project(s) underway.	Feedback results of the project during the final Twilight INSET in June.	**KLF** Monitor group activity and quality of feedback in June.
c) Raise profile of observing good practice through the CPD calendar and making more of Open Door Days	Relaunch Open Door Days early in September. Establish criteria for good practice observations.		Feedback during the final Twilight INSET in June. **Milestone – more staff taking part in observations. Positive feedback on CPD surveys.**	**KLF/RL** Monitor who has used Open Door Days and how useful they have been using current CPD Evaluation process.
d) Review Homework in 2016-2017 to look at how we can improve provision to support progress.	HOFs report back to SLT when completing departmental reviews. Departments trialling on-line homework package(s).	Establish parent views through LPPA. Establish pupil views via questionnairs and barometer groups. Departments write their own	Complete new whole school homework policy.	**KLF** SLT monitoring through homework review process. KLF/RL evaluating LPPA feedback. RG monitoring barometer groups.

		homework policies to link with their marking policies.		KLF/RL feed back progress to T&L portfolio. **Impact to be measured in 2017-2018**
2. Continuing Professional Development – FOCUS: Middle Leaders and Staff taking ownership of CPD as part of the DDPs and Performance Appraisal Cycles. a) Increase the use of focussed good practice observations to share expertise both within school and outside.	**Actions and success criteria** CPD calendar includes 2 hour opportunity to complete a good practice observation before the forst Twilight INSET session in February. Relaunch Open Door Days as an opportunity to share good practice. Continue with Shared TTT Learning Walks with SLT and teaching staff.	**Actions and success criteria** First Twilight INSET – feedback results of good practice observations.	**Actions and success criteria** More staff have been out during Open Door Days and fed back.	**KLF/RL Actions and success criteria** Monitor staff activity to ensure everyone has completed their observation. Evaluate feedback in February INSET. Report to SLT and T&L portfolio.
b) Extend 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.	RL/KLF to plan program for carousels based on Performance Appraisal requirements and feedback from CPD surveys.	4 Twilight INSET sessions used to deliver CPD. At the end of each session staff have to 'pledge' to apply what they have learned and feed back in the next INSET. **Milestone – all staff taken part in observation. Positive feedback on CPD surveys**	Final Twilight INSET in June to include feedback from carousel sessions, good practice observations, Lesson Study, and the NQT+1/2 group. **Milestone - Positive feedback on CPD surveys**	**KLF/RL** Monitor staff activity at Twilight INSETS and evaluate feedback in June INSET. 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 LWL, Data & Reporting, Lesson Study, Autism, etc.	RL/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**	**RL/KLF** Evaluation through current CPD system and report to SLT/T&L portfolio.

d) Improve the link between CPD and the School Development Plan, Department Development Plans, and Performance Appraisal.	KLF/RL/RG to use Performance Appraisals to identify CPD required.	Carousel INSET to include CPD on how to make the most of CPD. Middle Leadership development to include how to embed CPD into DDPs (see above).	Evaluate staff feedback via surveys and response to Performance Appraisal.	**RL/KLF/RG**
e) Develop a program of CPD for Middle Leaders to enhance their roles in raising progress and planning strategically as part of school leadership (see link above).	KLF/RG to put together a program for CPD. Middle Leaders to consider their strengths and areas for improvement and link to their Performance Appraisal. **Milestone – areas for development clearly identified in Performance Appraisal.**	CPD for Middle Leaders delivered through Academic Board. Some sessions to be offered through the Carousels. Other opportunities including external INSET, schools visits, etc to be identified.	Middle Leaders to evaluate their progress and future needs through Mid Term Reviews. **Impact – ML confidently taking responsibility for their areas and their roles in whole school improvement.**	**KLF/RG**
e) Maintain and develop our links with the Teaching School Partnership	Attend the Teaching School Conference in November – some Pittville staff to present workshops.	Identify opportuinties for staff visits or placements in teaching partnership schools. As part of CPD.	Review our work with the partnership and evaluate how to develop it in the future.	**KLF/RG/RL**
3.Performance Appraisal a) Performance Appraisal identifies targets for all staff or how they can further improve their teaching and in order to improve pupil progress. Performance appraisal supports the target to achieve. b) Middle leaders need to be more consistent in using performance appraisal to identify what will make the teachers in their departments better in the classroom and ensuring that targets are met. c) All staff to be observed teaching as part of PA cycle. d) There needs to be a clearer link between the needs	**Actions and success criteria** All performance reviews and planning records completed by Oct 31 2016 Moderation by SLT is complete Staff able to identify and articulate their needs. Mentors identified. Middle leaders have been more consistent. Evidence in moderation. Report on PA to full GB December 2016.	**Actions and success criteria** Mid-term reviews completed by 31 March 2017. All observations are complete or are planned.	**Actions and success criteria** PA planning and review is consistent and staff evaluations show positive outcomes from reviews.	**RG/KF** **HOFs** Reports to full GB each term on progress with PA

identified by the appraisal system and the CPD organised and offered by the CPD lead.				

Aim 3: Provide a caring, inclusive and encouraging school environment

Objectives	Actions to achieve/Success criteria/Milestones			
	Short term December 2015	**Medium term February 2016**	**Long term June 2016**	**Evaluation and monitoring/ Person responsible**
1. Attendance **Our attendance strategies will result in:** a) Achieve whole-school attendance at or above the national average of 94.8 % by July 2017. Baseline 94.4% June 2016. b) Reduction in PA (85%) to below 6.5% by July 2017. Baseline 6.9% June 2016 (NA 5.6%) c) Reduction in PA (90%) to less than 14% by June 2017. Baseline 16.1% June 2016. d) Reduce gap between PPI and Non PPI to below 3% by June 2016. Baseline 3.6% June 2016. e) Attendance of FSM eligible students to be at NA of 92.5% by June 2016. Baseline 92% June 2016. f) Attendance gap for FSM/non-FSM girls to be reduced to less than 4% by June 2017. Baseline 5.6% June 2016 g) Year 11 attendance at 94.5% by June 2017. Baseline 93.5% (Yr10) June 2016. h) Improvements in % students achieving 100%. Baseline 79/575 students June 2016 (13.7%) i) Improvements in % attenders at 95+. Baseline 376/575 students June 2016 (65.4%). **The above will act as milestones**	**Actions and success criteria** Red Flag students (including new Year 7) identified and first attendance challenge to run in October 2016. Attendance progress towards targets to be reviewed in pastoral briefing before end Sept 2016. Attendance review meetings every half term with AH/HOH/and EWO used to deal with specific concerns, individual support plans for all students for whom attendance/punctuality is an issue. Revised systems (using School Report) for monitoring progress of students and sub groups	**Actions and success criteria** Report to Inclusion Portfolio to review progress against all targets. 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. Attendance figures show improvement term on term. Greater consistency across Year groups and Houses Punctuality is being monitored through late	**Actions and success criteria** **Milestones**-see opposite See objectives column.	**AP** Half termly and termly reports to Portfolio and full GB and project group Attendance standard item on SLT agenda

	through data is consistently used by all Heads of House and AWO. Changes to morning routines for attendance staff to be implemented Sept 2016 freeing up EWO to carry out targeted intervention with clear focus on FSM girls and SEND/FSM. . **Milestones**-see opposite	patrol and in school by pupil pursuits and MER. **Milestones**-see opposite		
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	**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. Progress leaders to work with identified students to improve their mind-set and impact on their ATL grades.	**Actions and success criteria** Lunch time tutor sessions to develop a mind-set culture, by identifying relevant mind-set heroes and exploring their characteristics. 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. 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	**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. 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 PSCHE session to be used during term 5 to Year 9 students managing their transition between Key stage	**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 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 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

Effort Challenge –
Mean Average ATLs

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

			3 and four.	
		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.		
	Milestones There are measurable improvements in confidence levels amongst students. Independent learning is a central feature of learning around the school. 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. Identified students show an increase in their ATL grades between sessions.	**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. Students are able to articulate and confidently talk about the growth mind-set. 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.	**Milestones** Online pupil survey data, decrease in the % wanting to help to manage their feelings 2014: Online pupil survey 30% said Managing stress in school was difficult. Through the Year 7 & Year 9 intervention a reduction in the 2016 online pupil survey. 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.	

3. Safeguarding To ensure the school meets all statutory safeguarding requirements.	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 2016 Ensure safeguarding remains high profile with staff and governors	Report to governors April 2017 Mid-term review of safeguarding audit. All actions from safeguarding audit on track or completed.	Report to governors July 2017 End of year review of safeguarding audit All actions in audit completed	AP as safeguarding lead APW as safeguarding governor
4. Parental engagement-LPPA To embed the LPPA programme in order to improve engagement and communicate effectively with key partners in order to ensure: a) Clear, specific and targeted information is provided to parents b) To support positive parenting c) To extend volunteer opportunities to maximise choice and minimise barriers d) To promote the use of parent ambassadors e) To ensure that parental engagement is at the forefront of future school planning	**Actions and success criteria** Targetted use of LPPA meetings once per term Greater range of communications employed to give parents access to information and engagement opportunities A programme of joint parent/child opportunities is formally established across faculties – one per term **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	**Actions and success criteria** Engagement with AFA/underachieving structured conversations – termly improvement in engagement. Baseline set from 2016-17 . **Milestones** Progress leaders actively engaging over 50% of parents of identified students Parent support workshops – one per term to support parents to engage with learning	**Actions and success criteria** Parents will report through Parent view that communication has improved and that suitable methods of communication are now being used RL working with LF will produce termly newsletters for parents promoting engagement opportunities **Milestones** Feedback on Parent view, will show over 70% satisfaction with engagement with school	**RL** LPPA working group Reports to full GB

	makes good progress at this school) with positive increase in response. Baseline from current questionnaire used at parents consultation evening			
5. IAG – FOCUS: Raising the profile of Work Experience and continuing to Spread IAG provision further down the school. a) Year 11 – Maintain current level of applications before leaving. Ensure that applications are appropriate.	**Actions and success criteria** KLF to gather data in September and plan IAG provision. Information evenings and assemblies delivered to students and parents. IAG Lesson Plans developed for Year 11 PSCHE sessions.	**Actions and success criteria** By Easter every Year 11 student and has IAG advice and the majority have completed applications for their post-16 places.	**Actions and success criteria** By June every Year 11 has an application in OR has been identified as NEET and the appropriate authorities alerted.	**KLF/SI** Monitored by T&L portfolio and Prospects.
b) Work experience to have a more prominent role and feed into Year 11 applications.	Work experience launched at the end of Year 9 and relaunched at the start of Year 10.	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**
c) IAG to feed down into lower year groups.	SI/KLF to plan assemblies and speaker sessions for lower school groups. IAG Lesson Plans developed for KS3 PSCHE sessions.			
d) Complete a dual-options process for Years 8 and 9 and ensure appropriate options are taken.	Information made available to parents in September about the changes to	Options Evenings in January. KLF to see Year 8 and 9 students once		

	education in KS3 – to include information about new 3-year KS4. Information to Year 8 parents in November about the new options process. Options assemblies to Years 8 and 9 in November and Options Booklets completed.	options are in to confirm appropriate choices have been made.		
6. PSCHE Our PSCHE 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. The PSCHE 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.	**Actions and success criteria** To develop three tiers of PSHCE Tier one whole school PSHCE sessions (once a fortnight, establishing a six lesson day Tier two: Identified small group interventions for more vulnerable and at risk students Tier three: one to one programs of study to support the most at risk or vulnerable, linked to SEMH	**Actions and success criteria** 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) The use of small group interventions Crime stoppers to work with at risk students on a smaller scale.	**Actions and success criteria** The development of solution focused training, allowing the PSHCE curriculum to support the pastoral needs of the students.	
7. Behaviour for Learning We will continue to review our BFL system to ensure that our systems are more efficient and to build on the established, good standards of behaviour across the school.	**Actions and success criteria** New 80:20 system to have been trialled in Year 8 and implemented across the whole school. New admin system for BFL to be in place with staff issuing their own detention letters.	**Actions and success criteria** Carry out pastoral survey in term 3 (use same survey as last year). AP/SI to evaluate impact of revised strategies on reducing student stress around homework and bullying. Bullying lead to review impact of anti-bullying plan	**Actions and success criteria** New systems fully embedded and working effectively Fewer low level behaviour issues reported (measured by a reduction in mean behaviour points from 2.17 June 2016) Further reduction in number	**AP** **HoH** Reports to GB portfolio SLT House reports

	Revised flowchart showing responsibilities for tutors, teachers and HOFs to be in place. Rewards Focus Group to have met and written action plan for improving rewards. Revised reward system in place and working well. Increase in number of students receiving House Points. New merit certificates to be in use.	for inclusion portfolio in term 4.	of students in behaviour detention across the year compared to baseline of 1310 detentions June 2016 Reduction in number of 30+ behaviour points compared to baseline of 32 from June 2016 Reduction in number of isolations across the year compared to baseline of 208 June 2016 (mean of 0.36 days isolation per student).	
8. Staff Wellbeing a) To encourage a partnership approach to meeting the needs of both Pittville and its staff 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 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	**Actions and success criteria** Ensure that staff needs are addressed on a half termly basis and actions taken communicated to staff To agree with SLT and Governors and present to staff a bank of strategies that promote work-life balance	**Actions and success criteria** Promote work life balance solutions to staff through INSET sessions Run staff wellbeing questionnaire to take the temperature of morale	**Actions and success criteria** To evaluate results of staff well being questionnaire and analyse effectiveness of interventions adopted Results of findings are fed back to SLt and Governors and findings feed into action plan for 2017-8 Effectiveness of CPD evaluated	**RL**

9. **Nurture Programme** To develop a structured nurture programme to ensure that the most vulnerable SEND who have communication and interaction difficulties have access to a safe space at all times	**Actions and success criteria** CR/HR to complete 3 days of nurture group training. Suitable premises equipped. SEND students identified 80% of identified SEND students will be able to vocalise that they feel safe in school and therefore their attendance is above 95%	**Actions and success criteria** Mid-year review and evaluation of students with medical and SEMH needs to ensure effectiveness of provision with regard to attendance and ATL 80% of identified SEND students will be able to vocalise that they feel safe in school and therefore their attendance is above 95%	**Actions and success criteria** Effective strategies meeting with tutors and pastoral managers as a result of nurture group work Closer liaison and more effective provision achieved by working closely with Pastoral team Attendance for 80% of identified SEND nurture group students will be at or above 95%	**RL**

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. Th 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	**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: • 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 refurbuishment have been completed by February 2017	**RG/SLM/AM/RL** 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	Meeting with LA in autumn term 2015 to plan for any increases in student numbers and to establish future plans	**RG** Full GB meetings Finance and premises portfolio

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.	Indications on pupil numbers by October 2015 Update in March 2016 following allocations.	
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 development through CPD opportunities which support further improvements in teaching, curriculum development and provides for succession planning and staff aspirations. This will be supported by: - Planning for leadership development at SLT level by building capacity through secondments and opportunities for CPD for Middle leaders e.g. in timetabling, curriculum development. This will also be facilitated by a thorough review of CPD for all staff across the school - Implement Governance action plan July 2016. This will be facilitated through teaching school, increased visits and other CPD training as appropriate. - The work of the leadership team in supporting staff CPD given constraints of budgets. - The teaching school work - The Balcarras partnership - Internal appointment opportunities Internal staff development opportunities/Clear guidance in staff development policy	Review of staff questionnaires-June 2015 Review of CPD provision in July 2015 Review of impact of changes to governance resulting from effective governance training May 2015. Formal external review of impact of changes by December 2015 of: - Portfolio structure - Role of staff governor - Impact of new structure to full GB meeting - Effectiveness of clerking	**SLT** Full GB Meetings Portfolio