



# Pittville School, Cheltenham

## School Development Plan

### 2018-2019

Revised version ratified by Full Governing Body: July 2018

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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.

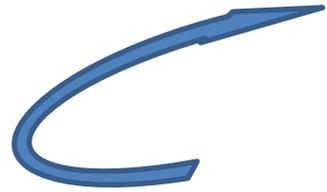
Keen to sustain success, this plan sets a direction for the continued improvement of the school. It provides a working set of principles, important priorities and a list of key actions for implementation.

## **References**

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

Bounce: Matthew Syed ISBN: 9780007350544

## The School's Evaluation Cycle



### September

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

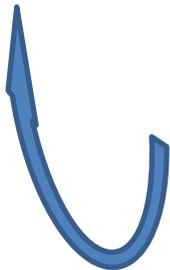


### November/December

- 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

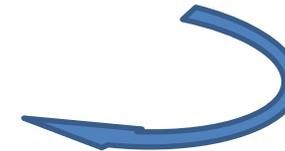
### April- July

- 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



### 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

## 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

## Overview of General Success Measures

**Current floor targets: P8 -0.5 (Coasting -0.25)**

### **Key Stage 4**

1. Attainment 8 to continue to improve towards national average (Nat 2017: 46, School 2017: 35)
2. Progress 8 score to be within the average band compared to national (Nat 2017: -0.03- 0.34, School: -0.4)
3. 35% of students achieve a grade 9 – 5 and 55% a grade 9 – 4 in both English and maths in Summer 2019 (Nat 2017: 40%/64%, School: 24%/43%)
4. To improve EBacc APS towards national when known

In addition

### **Key Stage 3**

1. Students achieve expected and good progress across KS2 – KS3 improving on previous data
2. Disadvantaged students maintain expected and good progress at or above other students from similar starting points in both English and maths

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

<b>Pupil Progress</b>				
<b>Objectives</b>	<b>Actions, including costs</b>	<b>Impact</b>	<b>Responsible</b>	<b>Milestones</b>
<p>1. To monitor the Attainment 8 of each prior attainment band, improving each group towards national average.</p> <p>(Nat 2017 A8: High 60.51, Middle 40.99, Low 22.48, School 2017 A8: High 55.73, Middle 33.83, Low 19.64)</p>	a. Embed and evaluate 3 year KS4.	<p>3 years at KS4 improves understanding and therefore attainment across all subjects Improved option choices leads to improve A8 across all ability groups in all baskets, particularly the open basket.</p>	JAP	Complete by August 2020. Evaluate by Aug 2020.
	b. Ensure appropriate options choices are available for students of all abilities.		JAP	Complete by Dec 2018. Evaluate annually.
	c. HOFs to investigate alternative option courses. Development of vocational courses particularly for middle and low prior attainers.		HOFS	Complete by Dec 2018. Evaluate Aug 2022.
	d. Guiding students appropriately, particularly middle and low prior attainers in open basket choices, to maximise success (see below).		JAP	Complete by Jan 2019. Evaluate by June 2019.
	<b>Costs:</b> Introduction and development of appropriate courses to engage students of all.			
<p>2. To close the attainment gap for disadvantaged students towards national other A8 score.</p> <p>(Nat 2017 other A8: 49.76 School 2017 disadvantaged A8: 34.45 School 2017 other: 34.93)</p>	a. Further work on growth mindset of students, making them (and staff) firmly believe targets set, are achievable.	<p>A8 scores across all groups of students shows an upward trend.</p> <p>KS3 RAP well established and providing early identification of underachieving disadvantaged students.</p>	KLF/JAP/HOF	Initial work to be completed by Nov 2018. Then ongoing.
	b. Ensure disadvantaged students form part of the targeted intervention groups at both subject and whole school level.		JAP/MWA/SI	
	c. Early identification of underachieving disadvantaged students at KS3 through the development of the KS3 RAP.		KOL	RAP established and running by Dec 2018. Interventions in place by Jan 2019, then ongoing.

<p>3. To increase the percentage of students achieving a standard and strong pass in both English and maths towards national.</p> <p>(Prior attainment, although improving is still below national)</p>	<p>a. Mastery approach in maths fully embedded and starting to impact on outcomes.</p> <p>b. Monitor outcomes for single sex groups in both English and maths.</p> <p>c. Monitor impact of English Literature early entry.</p> <p>d. Introduction of new KS3 Data Manager to develop and embed KS3 RAP, tracking achievement and implementing effective intervention to ensure students are "GCSE Ready".</p> <p>e. Targeted intervention group starting at the end of year 10.</p> <p>f. Development of an effective mentoring programme for year 11.</p> <p><b>Costs:</b> Time for mentors to meet with mentees/parents. Possible academic mentor training.</p>	<p>Percentage of students achieving a standard and strong pass in both English and maths showing an improving trend. Gradual reduction in numbers underachieving at KS4 as the KS3 RAP begins to have more impact on final outcomes.</p>	<p>RF</p> <p>JAP/LED/MS</p> <p>LED</p> <p>KOL</p> <p>JAP</p> <p>JAP/MWA</p>	<p>Complete by August 2022.</p> <p>Complete by Aug 2019.</p> <p>Complete by Aug 2018.</p> <p>Data Manager in place for Sep 2018. Interventions ongoing.</p> <p>Complete by Dec 2018.</p> <p>Complete by Oct 2018.</p>
<p>4. To use interventions to improve outcomes for students.</p>	<p>a. Develop a clear GCSE strategy to support continually improving final outcomes.</p> <p>b. Document all current processes and interventions.</p> <p>c. Plan year on year interventions to support students across KS4 ensuring they build up in a logical and effective way.</p> <p>d. Development of a strategic mentoring group.</p> <p><b>Costs:</b> budgeted for Elevate, Kamal Hyman, other outside speakers.</p>	<p>A more structured and considered programme of intervention and support in place to support students of all abilities across KS4 which will lead to improved outcomes.</p> <p>Improved outcomes for a very targeted group of students leading to overall improved outcomes for the school.</p>	<p>JAP</p> <p>JAP/KLF/SI</p> <p>JAP/MWA</p>	<p>Complete by Oct 2018.</p> <p>From Sep 2018 ongoing.</p> <p>From Dec 2018 ongoing.</p> <p>Completed by Oct 2018.</p>

<b>Whole School Data Tracking</b>				
<b>Objectives</b>	<b>Actions, including costs</b>	<b>Impact</b>	<b>Responsible</b>	<b>Milestones</b>
1. Embed a new system of data tracking with a clear focus on attainment rather than progress.	a. Increased emphasis within data tracking on attainment rather than progress.	Overall A8 score showing an improving trend. Relative performance indicator for each subject is positive when measured against national (on-going positive residuals). Greater understanding of data presented at all levels. New cycle of data analysis embedded. Greater accountability leading to improved outcomes. More ownership of targets by faculties to help raise the expectation that targets can and will be achieved. Data tracking to show progress towards targets within each subject. Greater accuracy of data provided by HOFs.	JAP	Complete by Oct 2018.
	b. Individual student targets for each subject set using FFT 50 as a baseline, to be adjusted by faculties at the start of year 9.		JAP	Complete by Dec 2018.
	c. Introduce and embed new cycle of data analysis and accountability following each data entry. Increased involvement of SLT through calendared line management meetings.		JAP/HOFs	Complete by Dec 2018.
	d. Targeted intervention at subject and whole school level. More effective intervention clearly targeted at specific group(s) of students.		JAP	Complete by Oct 2018.
			JAP/SLT	Complete new cycle by Oct 2018. Monitoring ongoing.
			JAP/MWA/PK	Ongoing through 2018-2019.
<b>Marking and Feedback</b>				
<b>Objectives</b>	<b>Actions, including costs</b>	<b>Impact</b>	<b>Responsible</b>	<b>Milestones</b>
Improve the consistency of marking for literacy across all subjects. <i>Linked to independent learning, Aim 2.</i>	a. Continued staff training on M4L b. Focus one term on M4L c. Monitor M4L in MER d. Feedback to HOFs	All staff and pupils are using M4L consistently to ensure high standards of presentation and basic literacy are embedded across the curriculum.	KLF/AMI/ HOFs	Evaluate progress at Dec 2018. Evaluate progress at May 2019.

		Pupils are using M4L to make their own corrections and support our drive for Independent Learning.		
<b>Curriculum</b>				
<b>Objectives</b>	<b>Actions, including costs</b>	<b>Impact</b>	<b>Responsible</b>	<b>Milestones</b>
1. To increase the EBACC APS towards national when known (2018).	a. Change MFL provision at KS3 to give equal access to both French and Spanish to all students.	Increased number of students following the full EBACC suite of subjects leading to an increase in the overall EBACC APS.	JAP/EA	All yr 7 starting 2018 will follow both languages, to be evaluated July 2019.
	b. Fully embed the expectation that students following the EBACC pathway will seriously consider following both a humanities and an MFL at GCSE ..		JAP/KOL	Through options process which takes place Jan-March 2019.
	c. Consider the introduction of an additional MFL (Polish) as numbers at KS4 increase.		JAP/EA	Polish to be put into options booklet November 2018.
	<b>Costs:</b> Increased staffing costs as both MFL and humanities subjects increase at GCSE as numbers at KS4 increase.			
<b>Development of Middle Leadership</b>				
<b>Objectives</b>	<b>Actions, including costs</b>	<b>Impact</b>	<b>Responsible</b>	<b>Milestones</b>
1. Improve the impact of the Academic Board on whole school outcomes.	<ul style="list-style-type: none"> <li>a. Key priorities to be set at the start of the year.</li> <li>b. SLT and Academic Board to set clear deadlines and timeframes for actions to be completed or decisions to be made.</li> <li>c. Agenda and minutes clearly show decisions made, actions taken and how these are followed up.</li> <li>d. Academic Board communicate clearly with SLT – visiting after each meeting.</li> </ul>	<p>Academic Board is a driving force for school improvement, leading to improved student outcomes.</p> <p>All Academic Board members to gain a greater understanding of whole school issues and practicalities.</p>	KLF	<p>Half termly – ensure minutes are received and shared with SLT and representative has attended SLT meeting.</p> <p>Evaluate effectiveness at Jan 2019 and June 2019.</p>

2. Improve middle leadership capability.	a. Set up mentoring scheme using experienced middle leaders to support less experienced staff.	Improve the skills and performance of middle leaders in the school, leading to improved outcomes for students. Support those who are recently appointed to middle leadership.	KLF	Mentoring scheme set up in Sep 2018. Scheme evaluated Jan and Jun 2019. Course to run in the Autumn/Spring term. Evaluation after the course.
	b. Provide tailored training course to support new middle leaders and those aspiring to promotion.			

**Pupil Premium – see separate strategy document for full information**

**Literacy Strategy**

<b>Objectives</b>	<b>Actions, including costs</b>	<b>Impact</b>	<b>Responsible</b>	<b>Milestones</b>
1. Raise profile of literacy and its importance across the school.	WOWNOW to continue. This to include a termly focus on key literacy themes.	Students are talking regularly about literacy.	AMI	HOHs ensure WOWNOW being covered in tutor times. AMI to look at the impact of the sessions. Review termly.
2. Raise spelling skills across the school.	<ul style="list-style-type: none"> <li>a. Hold Y7 and Y8 spellings bees – all students involved.</li> <li>b. Train teachers across all subjects to teach spelling.</li> <li>c. How a termly focus on spelling through the WOWNOW and for teachers actively teaching spelling in lessons.</li> </ul>	Students see spelling as fun as well as important. All year 7 and Year 8 students to be involved. Teachers are more confidence teaching spelling actively in lessons. Students' spelling improves. This to be seen in exercise books and spelling scores.	AMI/KLF	AMI to run spellings bees and report back. KLF/LED to organise training and gather teacher feedback in the autumn term. KLF/AMI to organise termly focus. HOFs to look at impact in book scrutinies and learning walks. EB/LED to monitor spelling scores and feedback at the end of the year.
3. Improve student vocabulary.	Train teachers how to teach vocabulary and have a termly focus on this.	Students are able to use more words with more confidence. Students are less likely to get stuck in lessons as a result of	KLF/AMI	KLF/LED to organise training and gather teacher feedback in the autumn term.

		not understanding a key word.		KLF/AMI to organise termly focus. HOFs to look at impact in book scrutinies and learning walks.
4. Encourage students to read for pleasure.	DEAR program to continue once a term.	Students have some time to read and see others reading for pleasure. This will form part of the reading drive across the school.	AMI	These are calendared throughout the year. AMI to monitor. AMI/CW to survey for impact on reading.
5. Improve extended writing skills and student resilience for writing longer pieces of text.	Y7 and Y8 students to produce an extended piece of writing (at least 20 minutes) each full term in each subject area. AMI to have a sample of this work for scrutiny.	AMI can gain a greater understanding of writing skills across the curriculum to plan for future interventions. Students build resilience writing for extended periods of time, leading to better outcomes at GCSE.	AMI	AMI to sample work from the first session at the end of the second term.
6. Provide Stretch and Challenge for Speaking and Listening.	Building on work done over the last two years, set up a debating society.	To improve the confidence of students to speak in public. To increase the numbers of students involved from the trials last year.	AMI	The debating society will be made up of students from Y9 and Y7 who took part in the debating day. Students from Holy Trinity who came for the day. AMI to organise for the first term.
7. Establish high quality links with feeder primary schools to raise attainment of Y6 students and prepare them for Y7 writing. Also, to understand Y6 to Y7 transition better.	Continue the fiction and non-fiction writing days at Holy Trinity Primary School and aim to set up a link with a second school this academic year.	The English department have a good understanding of Y6 writing skills and Y6 are better prepared to learn English on entry in Y7.	AMI	AMI to continue with these days. AM had spoken to RE at Oakwood Primary and she was keen for Y6 students to get involved. AMI to look at the curriculum for Year6 and ensure that students are stretched at Y7.

<b>Numeracy Strategy</b>				
<b>Objectives</b>	<b>Actions, including costs</b>	<b>Impact</b>	<b>Responsible</b>	<b>Milestones</b>
Improve numeracy for PP students.	<ul style="list-style-type: none"> <li>a. Provide interventions for PP students not making expected progress in maths in Y7.</li> <li>b. Targeted use of WOWNOW interventions in tutor time.</li> <li>c. Evaluation of the Maths Mastery scheme and its impact on PP students' progress in maths.</li> </ul>	PP students are able to succeed in maths, opening up more options in Y8 and at Post-16.	RF/KLF/EB/KOL	Students not making progress identified half-termly, intervention data shows these students now on target. Students able to talk about WOWNOW topics. Evaluation of Maths Mastery ongoing.
Raise profile of numeracy and its importance across the school.	<ul style="list-style-type: none"> <li>a. Continue to involve all staff in the delivery of WoWNoW activities. HOH monitoring the use of registration time and AMI/RF monitor student knowledge.</li> <li>b. Continue to run termly numeracy challenges.</li> </ul>	Students and staff will be discussing numeracy regularly.	RF	Dec 2018 RF has completed a learning walk during tutor time to see the impact of WoWNoW. Dec 2018 2 numeracy challenges will have been set and house points awarded to successful tutor groups. Increased number of students taking part compared to 2017-18.
Establish high quality links with feeder primary schools.	<ul style="list-style-type: none"> <li>a. To continue link with Dunalley and try to set up a second link with another school. To deliver problem solving activities to improve reasoning skills.</li> </ul>	Will gain a better understanding of the primary curriculum and improve relations and the transition between primary and secondary.	RF	Dec 2018 to have made contact with a second feeder school and have dates in diary to continue work with Dunalley.
<b>SEND</b>				
<b>Objectives</b>	<b>Actions, including costs</b>	<b>Impact</b>	<b>Responsible</b>	<b>Milestones</b>

<p>1. Improve the transition of selected Y7 students through an established and effective Nurture Group programme.</p>	<p>a. Year 6-7 students identified using Nurture criteria and through Nurture staff involvement in primary transition.  b. Year 7 NG starts in Sept 2018 allowing for longer period of intervention.  c. Termly parent sessions.  d. Enhanced NG curriculum model to incorporate topic based learning opportunities.  e. NG to run for 10 session per week.</p>	<p>NG students have good attendance sustained over time. (95%+ for am).  NG Parental engagement is high with parents attending sessions in school and have positive links with NG staff. NG students are making good or better progress across the curriculum. They are not excluded or referred.</p>	<p>EB</p>	<p>Review pupil progress throughout – KS3 progress data, student and parent engagement and through Boxall Profiles. Review sessions and report student progress to SLT and governors.</p>
<p>2. The PLC is developed as a more effectively utilised space for meetings and interventions.</p>	<p>a. Order furniture and planters and establish space as safe environment for vulnerable students.  b. Update furniture and review use of rooms.  c. Investigate wider use of the block open spaces for 'respite' break and lunch.  d. Develop Room 48 as Intervention Room  e. Explore and investigate therapy space and development of sensory room.</p>	<p>The PLC spaces are fully used and meetings are effectively booked in the space. In line with accessibility plan, the PLC is ready to accept proposed students for Sept 2019. Interventions are run in appropriately booked spaces as are examinations.</p>	<p>EB</p>	<p>Appropriate spaces are fit for purpose ready for Sept 2019.</p>
<p>3. Achieve the Autism Award and update Dyslexia Friendly Status.</p>	<p>a. Train new staff in autism and dyslexia  b. QFT training for staff (with KLF)  c. All awards achieved / met</p>	<p>Practice embedded across the school leading to improved outcomes for dyslexic and autism spectrum students.</p>	<p>EB</p>	<p>Both awards achieved by Easter 2019.</p>
<p>4. Our SEND register is accurate and demonstrates action taking upon recommendations from LA audit.</p>	<p>a. Basic information to be provided to all staff in class information sheets.  b. All Learner Profiles available to access from Sept 2018 and updated.  c. My Plans continue to be rolled out in line with register updates – My Plan training for wider SEND Faculty.  d. Register review complete in preparation for Jan census.  e. Y7 Learner Profiles all updated with Parent Views.  f. My Plans completed for all students on</p>	<p>All students on SEN register have an up to date Learner Profile and My Plan which is regularly reviewed in line with CoP and Early Help framework. Students coded as QFT have an up to date Learner Profile and are monitored through RAP.   All members of SEND Faculty &amp; Pastoral team have a case load of My Plan work (even if</p>	<p>EB</p>	<p>All Learner Profiles available to access from Sept 2018 and updated. Register review complete in preparation for Jan census.  Year 7 LPs all updated by October half term.  Year 7 &amp; 11 My Plans all set up/reviewed by Oct half term.  Year 8 &amp; 10 My Plans all</p>

	the SEND register and Support Lead identified. New systems, including Early Help Partnership, embedded and understood. All members of SEND Faculty & Pastoral team have a case load of My Plan work (even if limited)	limited).		set up by December. Year 9 My Plans set up by Feb half term at latest.
5. There are wider, varied and high quality interventions running for students across the Key Stages.	<ul style="list-style-type: none"> <li>a. Audit of EHCP outcomes and cross reference intervention requirements.</li> <li>b. Staff training and allocation of interventions to all members of SEND faculty.</li> <li>c. Explore ELSA training (or similar).</li> <li>d. Investigate inference training.</li> <li>e. Widening participation – increased numbers of students participating in interventions.</li> <li>f. Review of interventions is demonstrating impact – tracking through SIMs.</li> <li>g. Training Plan for 2019-2020.</li> </ul>	There are wider, varied and high quality interventions running for students across the Key Stages resulting in improved outcomes for learners in all year groups. Attainment 8 figures represent this in KS4 and there is an increase of T= & T+ grades at KS3.	EB	<p>Audit completed in Term 1. Interventions planned and implemented show wider range and quality.</p> <p>Y7 Catch up for Literacy and Numeracy starts in Term 1 and continues until end of Term 5. Measureable improvements seen in terms of data across these sessions and in terms of number of students making expected progress.</p> <p>Review of all interventions ongoing.</p>
6. Students with SEND underachieving in English and maths are effectively identified and supported.	<ul style="list-style-type: none"> <li>a. Identify underachieving students and meet with them to establish what support they need.</li> <li>b. Attendance to KS3 / KS4 RAP meetings.</li> <li>c. Y7 Literacy and Numeracy catch up programmes commence in October 2018.</li> <li>d. My Plan written if appropriate to needs.</li> <li>e. GCSE Mock group set up prior to Y11 mock exams (and or Y10 Lit).</li> <li>f. Preparation for exam support.</li> <li>g. Revision coaching.</li> </ul>	Students with SEND achieve positive P8 in English and Maths.	EB	Ongoing.

<b>Stretch and Challenge</b>				
<b>Objectives</b>	<b>Actions, including costs</b>	<b>Impact</b>	<b>Responsible</b>	<b>Milestones</b>
<p>1. To increase the number of STEM activities taking place.</p> <p><i>Linked to IAG objectives and PP strategy, Aim 2.</i></p>	<p>a. Renew links with STEMWorks and Graphic Science to access local STEM activities.</p> <p>b. Review the number and range of activities run by Science, Tech, Maths in 2018-2019 and set targets to increase these, either in number, or range.</p> <p>c. Increase the number of companies/organisations STEM departments have links with.</p>	<p>Students have a wider range of experiences in STEM careers. Students of all abilities are stretched to use knowledge and skills beyond the classroom.</p>	<p>KLF/PS/MS/P H/KFR/HE</p>	<p>Review of current activities to be completed by Oct 2018 (KLF). STEM responsibilities and targets established within faculties by Oct 2018 (KLF). End of year review (KLF). More and wider range of activities to have taken place.</p>
<p>2. To improve the use of questioning to stretch and challenge students in the classroom. Improve the use of planning for questioning, related to the work already done on Maths Mastery.</p>	<p>a. INSET to all staff on questioning and planning for questioning.</p> <p>b. Working group researching what is happening now in classrooms and SOWS. Trialling and feeding back on improved planning.</p> <p>c. Focus term on good questioning.</p>	<p>Staff will have a better understanding of what good questioning looks like and how to plan for good questioning. More higher level questioning is seen in the classroom.</p>	<p>KLF</p>	<p>Training completed in Autumn term (KLF). Working group established Oct 2018 (KLF). Feedback in Spring term 2019 (KLF). Focus term 4 completed and evaluated.</p>
<p>3. To ensure PP students are challenged to secure the highest outcomes.</p>	<p>a. Provide INSET training for teaching staff on what high expectations look like in the classroom.</p> <p>b. Work with HOFs and classroom teachers to ensure challenging targets are set for PP students.</p> <p>c. Log and evaluate those curriculum interventions aimed specifically at, or largely at PP students.</p>	<p>Teaching staff understand and can explain what high expectations in the classroom look like. PP students are set challenging targets. We have evidence that PP students are receiving opportunities to stretch their knowledge and abilities in and out of the classroom and are</p>	<p>KLF/JAP/ HOFs</p>	<p>Targets to be set based on FFT 50<sup>th</sup> Centile by Dec 2018 (Yr9). Progress towards targets to be monitored throughout the year. INSET training to be provided by Feb 2019. Target setting to be completed by end of Sep 2018.</p>

		building a picture of what is effective.		PP central log to be set up by Sep 2018 and reviewed half termly. Information to be shared between RAP, careers and PSHE lead. End of year review to form part of PP strategy review in June 2019.
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**Aim 2: Ensure higher proportion of good or better teaching. To enhance our pedagogy to enable all of us to become truly great teachers.**

<b>Teaching and Learning</b>				
<b>Objectives</b>	<b>Actions, including costs</b>	<b>Impact</b>	<b>Responsible</b>	<b>Milestones</b>
<p>1. Improve pupils ability to learn independently. <i>Linked to literacy strategy and raising aspirations objective.</i></p>	<p>a. All staff are using the M4L procedures and students are correcting their own work. KLF/AMI learning walks in term 2 to look at M4L in lessons. Pupil feedback on whether they understand what M4L is. Feedback to SLT/HOFs, SLs. Revisit in term 5 to look at whether procedures are embedded. Feedback to HOFs and SLs.</p> <p>b. Implement 3b4me to encourage resilience amongst students. Independent learning INSET takes place in Autumn term. Learning walks take place in focus term by HOFs, SLs and SLT.</p> <p>c. All staff are setting homework using SMHW according to the published protocols. SMHW revision in first week back in Sep 2018. Time in INSET set aside for staff to improve use.</p>	<p>Students take more ownership of their own learning. They start correcting work without teacher intervention, try to help themselves before asking for help and take ownership of accessing homework online.</p>	KLF	<p>a. KLF/AMI monitor in term 2 and term 5. Feedback to SLT/HOFs, SLs.</p> <p>b. Review effectiveness at the end of the focus term through learning walks, use of project group and staff survey.</p> <p>c. HOFs/SLs check regularly and feedback in line management meetings. KLF checks termly. Review whole practice in summer term 2019.</p>
<p>2. To ensure there is consistent stretch and challenge in lessons across the curriculum. <i>Linked to independent learning objective, Aim 2. Linked to stretch and challenge, Aim 1.</i></p>	<p>a. INSET time discussing what high expectations look like in lessons – linked to independent learning work.</p> <p>b. One research group to look at questioning and planning for questioning as part of our INSET time, linked to maths mastery findings.</p> <p>c. One termly focus looking at improved</p>	<p>Teachers have greater expectations of what students can achieve in lessons. They plan for good questioning. Students are being challenged more often in lessons and with harder tasks.</p>	KLF	<p>INSET completed before Feb 2019. Research group established Oct 2018, feedback findings before focus term. Evaluate use of planning for questioning at end of</p>

	questioning in lessons.			focus term.
3. To raise aspirations of all students through good teaching and learning. <i>Linked to IAG objectives and PP strategy.</i>	a. INSET on apprenticeships continuing post-16 training from 2017-2018. b. One research group to look at gender language and aspirations as part of our INSET time.	Staff have better IAG knowledge to share through their teaching. Through our research, staff begin to build a picture of current student aspirations for use to build on.	KLF	Training to be completed by Feb 2019. Impact evaluated as part of IAG plan.

### Continual Professional Development

Objectives	Actions, including costs	Impact	Responsible	Milestones
1. Refresh staff knowledge on key priorities.	Whole school INSET on: <ul style="list-style-type: none"> <li>• Data – knowing your students</li> <li>• M4L</li> <li>• QFT (First wave interventions)</li> <li>• PP strategy</li> <li>• Safeguarding</li> <li>• BfL</li> <li>• Fire training</li> </ul>	All staff are confident they understand these strategies and they are seen being used in classrooms.	KLF	All refresher training to be complete by Dec 2018.
2. Whole school training provided on three key priority areas for 2018-2019: <ul style="list-style-type: none"> <li>• Independent Learning</li> <li>• Stretch and Challenge</li> <li>• Raising Aspirations</li> </ul>	Topics to be covered in whole school INSET. These to include: <ul style="list-style-type: none"> <li>• Phonics and spelling</li> <li>• Teaching vocabulary</li> <li>• Independent learning – 3b4me</li> <li>• Planning for questioning</li> <li>• Apprenticeships/T levels.</li> </ul>	All staff are confident they understand these strategies and they are consistently being used in classrooms, leading to improved outcomes for students.	KLF	INSET delivered by Feb 2019. Focus terms throughout terms 1-5. Review of impact at end of each focus term.
3. Additional support provided for key areas where staff lack confidence.	Tailored INSET to be provided on: <ul style="list-style-type: none"> <li>• Understanding data</li> <li>• Using 4Matrix</li> <li>• Showmyhomework</li> <li>• GDPR</li> </ul>	Any staff who lack confidence have had access to support. Better understanding of data leads to more accurate use of tracking , leading to improved outcomes for students.	KLF	INSET to be delivered throughout the year. Feedback from staff on what/whether further training is required.
4. Use of directed research teams to deepen knowledge in three key priority areas for 2018-	Staff to choose groups and complete directed tasks on: <ul style="list-style-type: none"> <li>• Questioning/planning for questioning</li> <li>• Gendered language</li> </ul>	All staff take part in a research/planning task and are feedback what they have learned. Staff have a deeper	KLF	Teams established by Oct 2018. Timetables to complete work established in Oct 2018. Feedback

2019:	<ul style="list-style-type: none"> <li>• Understanding student aspirations</li> <li>• Independent learning</li> <li>• Careers champions</li> </ul>	understanding of priority areas leading to improved outcomes for students.		throughout year – tied to focus terms or IAG events. Term 6 review of program.
5. Improve the planning and teaching of PSHE. <i>Linked to PSHE objectives, Aim 3.</i>	<ul style="list-style-type: none"> <li>a. Use of INSET time to extend House Meetings to include Year Meetings to develop the teaching of PSHE.</li> <li>b. Year teams set up to become experts at teaching certain parts of the PSHE curriculum.</li> </ul>	Staff feel more confident about teaching PSHE. Staff take a more active role in planning PSHE lessons and sharing their ideas. The quality of the teaching of PSHE improves.	KLF/SI	Year teams set up for Sep 2018. Year meetings start Sep 2018. KLF/SI to monitor teaching of PSHE to evaluate if teaching has improved throughout the year. Staff feedback to monitor teacher confidence.

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

Pastoral																				
Objectives	Actions, including costs	Impact	Responsible	Milestones																
<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>1: To reduce FTE to a level in line with pre new behaviour policy (100 in year)            2: To reduce exclusions in PP/FSM/SEN to a level more in line with whole school populations:</p> <p>FSM National Secondary (2016/17) – 14.1%            Pittville – 18.8%            PP National Secondary (2016/17) – 28.6%            Pittville – 39.3%            SEN 21% of Pittville Population</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Male</td><td>78 (78%)</td></tr> <tr><td>Female</td><td>22 (22%)</td></tr> <tr><td>PP</td><td>63%</td></tr> <tr><td>Non PP</td><td>37%</td></tr> <tr><td>FSM</td><td>39%</td></tr> <tr><td>Non FSM</td><td>61%</td></tr> <tr><td>EHCP</td><td>4%</td></tr> <tr><td>SEN Support</td><td>22% (actually 11 pupils)</td></tr> </table>	Male	78 (78%)	Female	22 (22%)	PP	63%	Non PP	37%	FSM	39%	Non FSM	61%	EHCP	4%	SEN Support	22% (actually 11 pupils)	<p>Use of psychotherapist to target individual pupils.            Use of GAP funding to target high risk pupils.            Use of AUS to mentor to target pupils.            Year 11 mentoring scheme run by PK/JAP/MW.            Review 3day program, evaluate and refine to target key pupils.            Identify key staff for AUS to work with to reduce referrals.            Identification of PP and FSM pupils on referral register.            Meet HofH termly to discuss interventions with key pupils.            Use of Abbey View as an early intervention tool.</p>	<p>Reduce the number of PEX to be more in line with national averages (2016/17 =2).            Number of exclusions reducing across the year.            Number of referrals reducing across the year.            Key indicator – the number of exclusions and referral for PP/FSM and SEN to be more in line with whole school populations:  <i>PP = 39.3% but exclusions 63%.            Referrals 58%            FSM = 18.8% but exclusions 63%.            Referrals 58%            SEN = 21% exclusions 22%.            Referrals 43%</i></p>	<p>MW to monitor with HofH</p>	<p>MW to monitor with HofH</p> <p><b><u>Milestones</u></b></p> <p>Quarterly reports to governors.</p> <p>Fortnightly meetings with HofH.</p> <p>Termly review of behaviour and rewards data.</p> <p>Targets as shown in Impact Column.</p>
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3:Support identified staff with high incidence of referrals		Staff identified and supported who may be struggling with behaviour. Lesson hot spots identified and supported																																										
<p>4: To see a reduction in the number of pupils in Referral.</p> <p>2017-2018 figures</p> <table border="1" data-bbox="120 616 956 1209"> <thead> <tr> <th></th> <th>Number of pupils in Referral (i.e. entries on the register)</th> <th>Number of Pupils 3+days in Referral</th> <th>Number of Pupils 6+days in Referral</th> </tr> </thead> <tbody> <tr> <td>Term 4</td> <td>101</td> <td></td> <td></td> </tr> <tr> <td>Term 5</td> <td>123</td> <td></td> <td></td> </tr> <tr> <td>Term 6</td> <td>169</td> <td></td> <td></td> </tr> <tr> <td>Term 1 (2017)</td> <td>156</td> <td>13</td> <td>4</td> </tr> <tr> <td>Term 2</td> <td>209</td> <td>24</td> <td>6</td> </tr> <tr> <td>Term 3 (2018)</td> <td>178</td> <td>31</td> <td>3</td> </tr> <tr> <td>Term 4</td> <td>144</td> <td>17</td> <td>2</td> </tr> <tr> <td>Term 5</td> <td>150</td> <td>26</td> <td>3</td> </tr> <tr> <td>Term 6</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Number of pupils in Referral (i.e. entries on the register)	Number of Pupils 3+days in Referral	Number of Pupils 6+days in Referral	Term 4	101			Term 5	123			Term 6	169			Term 1 (2017)	156	13	4	Term 2	209	24	6	Term 3 (2018)	178	31	3	Term 4	144	17	2	Term 5	150	26	3	Term 6							
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<p>5: To reduce referrals in PP/FSM/SEN to a level more in line with whole school populations</p> <table border="1" data-bbox="266 220 781 523"> <tr><td>Male</td><td>70%</td></tr> <tr><td>Female</td><td>30%</td></tr> <tr><td>PP</td><td>58%</td></tr> <tr><td>Non PP</td><td>42%</td></tr> <tr><td>FSM</td><td>41%</td></tr> <tr><td>Non FSM</td><td>59%</td></tr> <tr><td>EHCP</td><td>2%</td></tr> <tr><td>SEN Support</td><td>43%</td></tr> </table>	Male	70%	Female	30%	PP	58%	Non PP	42%	FSM	41%	Non FSM	59%	EHCP	2%	SEN Support	43%				
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<p>6: Rewards;</p> <ul style="list-style-type: none"> <li>• Raise the profile of rewards across the school with staff and students.</li> <li>• Reward ties system fully embedded.</li> <li>• Head of House Tea.</li> <li>• Increase numbers qualifying for. A)Film year 7 and 8. B) Extended lunch year 9 and 10. C) Drayton Manor whole school reward will run in October.</li> <li>• Increases the profile of house points.</li> </ul>	<p>Raise profile of rewards – MW to meet with DK regularly. Ensure this is on the agenda at every house briefing. DK to organise and calendar Reward Tie evening. Assemblies needed to promote ties. ATL grades to go up every term and to be discussed in House assemblies. Purchase of planners. Clear and consistent criteria to qualify for rewards. ATL , either A or B and 95% attendance. DK to calculate % of pupils who qualified for rewards as a baseline to monitor going forward. To also record/identify PP/FSM/SEN cohorts. Time off timetable for HofH</p>	<p>Whole school profile of rewards raised. Planners will raise profile of house points.  Rewards % for qualifiers has never been recorded before. We have no baseline data. But this year will provide us with a baseline moving forward</p>	<p>MWA/DK</p>	<p>Termly review of behaviour and rewards data. Easter 2018 first reward tie evening – 25% students across the school to receive a tie. End of term reward trips should run. Data shows more students achieving awards and a closing gap between PP and non-PP and SEND properly represented.</p>																

	to run reward sessions e.g. film, HofH Tea. HofH to ensure staff are entering/collecting house points fortnightly.			
7. Launch 4 <sup>th</sup> House	Invite guest speaker to launch new house.			New house up and running for September 2018.
<b>Safeguarding</b>				
<b>Objectives</b>	<b>Actions, including costs</b>	<b>Impact</b>	<b>Responsible</b>	<b>Milestones</b>
1. Implement all new requirements of KCSIE ready for Sept 2018.	Safeguarding policy to be updated to be compliant with KCSIE Sept 2018. All staff to receive training on the changes to KCSIE during INSET in first week back. All staff to be tested on knowledge and understanding of the revised Safeguarding Policy and KCSIE.	All staff to be confident in their knowledge of safeguarding policy and procedures and to be fully aware of their safeguarding responsibilities.	AP	All staff to have completed online safeguarding test by 19-9-18. Staff who fail to meet threshold will be required to attend a refresher session in October.
3. Ensure safeguarding at Pittville is fully compliant with guidance from GSCB.	Safeguarding audit to be carried out in term 2.	Any areas of weakness to be identified and then actioned.	AP	Audit deadline Dec 2018.
4. Implement online management system for safeguarding concerns and disclosures (to replace the Pastoral log).	CPOMS to be added to network on 2-7-18. Safeguarding team to trail use before switching fully in September 2018.	Improved communication of safeguarding information. Improved access to confidential safeguarding information.	AP/BB	System to be online for 3-9-18.
5. Carry out regular safeguarding training throughout the school year.	Dates for regular safeguarding updates to be	All staff to receive ongoing safeguarding	AP/GD/EB	Dates added to calendar July

	added to INSET calendar. Minutes to be kept of staff meetings and INSETS to evidence that safeguarding training has taken place. Attendance registers to be kept for staff meetings and INSETS to evidence which staff have received safeguarding updates.	updates throughout the year.		2018.
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<b>Attendance</b>				
<b>Objectives</b>	<b>Actions, including costs</b>	<b>Impact</b>	<b>Responsible</b>	<b>Milestones</b>
<p>1. Improve whole school attendance and the attendance of all sub-groups. Attendance targets for the year are:</p> <p>a) Achieve whole-school attendance of 94.1% (national average of 94.6% adjusted for proportion of PP students at Pittville) by June 2019. Baseline 93.7% June 2018.</p> <p>b) Reduction in PA to less than 15.5% by June 2018. Baseline 17.4% June 2018 (NA 13.5%)</p> <p>c) Reduction in proportion of PP students who are PA to below 50% (Baseline 86/121 students 71.1% June 2019)</p> <p>d) Reduce gap between PP and Non PP to below 4% by June 2018. Baseline 5.5% June 2018. NA 3.4%.</p> <p>e) Attendance of FSM eligible students to be above 91.3% by June 2019. Baseline 89.3% June 2018. NA 91.8%.</p> <p>f) Attendance gap for FSM/non-FSM to be reduced to less than 4.5% by June 2019. Baseline 5.4% June 2018. NA 4%.</p> <p>g) Year 11 attendance above NA of 94% by June 2019. Baseline 93.4% June 2018</p> <p>h) 12% students achieving 100%. Baseline 11.8% (77/654 students) June 2018 (NA 8.1%)</p> <p>i) 95%+ attenders at 62% by June 2019. Baseline 58% (379/654 students) June 2018. NA 63.5%</p>	<p>Rewrite Attendance Policy. Review Attendance Action Plan.</p> <p>Review and implement new attendance protocols to include:</p> <ul style="list-style-type: none"> <li>• Tutors phoning home for every student who falls below 95%</li> <li>• HOH to hold Attendance Contract Meetings for all students below 95% for 2 consecutive weeks</li> <li>• Attendance team to use Attendance Tracker to identify all weekly patterns of falling attendance</li> <li>• Termly voucher schemes to run for PP students and their families (3 times per</li> </ul>	<p>All staff have a clear idea of their role in raising attendance.</p> <p>Improved clarity around who is responsible for taking what action and when it needs to be taken.</p> <p>Improved tracking of attendance in key groups (especially PP/PA).</p> <p>Attendance tracking to be based on weekly patterns and focusing on those whose attendance has dropped.</p> <ul style="list-style-type: none"> <li>• Improved rewards and incentives: printing and postage of</li> </ul>	AP	<p>Policy and procedural review – July 2018</p> <p>Termly attendance reports to Governors</p> <p>Termly focus on attendance data at SLT.</p> <p>Weekly attendance tracking sent to HOH and tutors.</p>

	<ul style="list-style-type: none"> <li>year)</li> <li>Seasonal reward events to run in December and July targeting poor attenders</li> <li>Termly AIM panel meetings calendared for each House</li> <li>Attendance Postcards targeted at key groups – 100% club and 88% to 95% (at risk of PA) group</li> </ul>	<ul style="list-style-type: none"> <li>postcards - £100</li> <li>Vouchers £300</li> <li>Attendance rewards £1500 (part funded by FOPS)</li> </ul>		
2. Increase number of cases of chronic low attendance which are successfully dealt with by GCC Legal Department and increase number of successful prosecutions from 0 (June 2018) to at least 5 by June 2019.	<p>AP/SBO to meet with GCC Attendance Lead (Nathan Roe).</p> <p>SBO to meet with GCC legal Dept solicitor to fully understand their thresholds for prosecution.</p> <p>All children below 80% attendance to be considered for legal process unless exceptional circumstances.</p>	<p>Increase in prosecutions to challenge chronic low attendance.</p> <p>Improved cooperation with GCC Legal Department to help overcome their reluctance to prosecute.</p>	AP/SBO	<p>Attendance contracts in place for all students below target on termly basis.</p> <p>AIM meetings carried out for all students below AC targets - reviewed termly.</p> <p>Legal proceedings started for all students below 80% who have failed to meet Aim targets – reviewed termly.</p>
<b>CEIAG</b>				
<b>Objectives</b>	<b>Actions, including costs</b>	<b>Impact</b>	<b>Responsible</b>	<b>Milestones</b>
1. Implement IAG plan to ensure the school meets the Gadsby Benchmarks by 2020.	a. Update school website – publish careers plan.	Clear plan available to students, teachers,	KLF/SI	To be completed for Sep 2018.

		parents and governors. Meet Gadbsy benchmark 1.		
	b. Review IAG curriculum across PSHE sessions and assemblies.	Improved teaching of IAG across Y7-Y11 leading to improved outcomes for students.	SI/KLF	Ongoing through 2018-2019. To be completed by the end of 2019 academic year.
	c. Review Y8 options process and how IAG sessions support this.	Students are making more informed choices in terms of options in Y8.	SI/KOL/JAP	Any changes to be in place for Nov 2018 through to Feb 2019 in time for option process. Evaluation in May 2019.
	d. Convert Room 29 into a dedicated careers library. Have a space for tutors/careers advisors/mentors/ transition staff to meet students. Space for students to research careers options.	Students and staff have easy access to careers information leading to better outcomes for students.	SI/KLF	To be completed by December 2018.
	e. Work towards having a dedicated Careers Advisor in the long term.	Students in all year groups can have access to a qualified advisor. WEX can be organised by a dedicated member of staff leading to meaningful placements for all Y10	SLT	September 2020.

		students.		
	f. Continue to build links with external providers – FE/HE/employers /charities.	Meet Gadsby benchmarks to ensure students have contact with employers, employees, FE and He providers.	SI/KLF	Ongoing.
	g. Establish careers champions to promote whole school teaching of careers.	Meet Gadsby benchmark to link IAG to the curriculum, leading to students having a broader understanding of the range of careers available to them.	SI/KLF	By Oct 2018.
	h. Extend monitoring of Year 11 destinations and set up alumni information in school.	Improve our understanding of where students go post-16. Use of alumni to inspire current students.	KLF/SI	Ongoing.
2. Ensure PP students receive good quality IAG that encourages them to aim high in their options and careers choices.	<p>a. Monitor options choices in Year 8 immediately after they are made to ensure PP students are choosing suitable subjects.</p> <p>b. Monitor Post-16 applications to ensure PP students are aiming high.</p> <p>c. Ensure PP students receive targeted careers advice in Year 8 and Year 11.</p> <p>d. Ensure Year 10 PP</p>	There is no gap between the Year 8 options choices of PP and non-PP students. There is no gap between the post-16 applications of PP and non-PP students. There is no gap between the quality of WEX placements for PP and non-PP students.	JAP/KLF/SI	Ongoing and linked to the PP strategy.

	students are targeted to get good quality WEX placements.			
<b>PSCHE</b>				
<b>Objectives</b>	<b>Actions, including costs</b>	<b>Impact</b>	<b>Responsible</b>	<b>Milestones</b>
1. Improve the quality of teaching of PSHE and IAG.	Move to year teams of teachers teaching PSHE/IAG one lesson a fortnight, with teams specialising in teaching a smaller set of subjects. Time made available for teams to plan once every half time to support planning and improve teaching.	The new PSHE/IAG curricula are taught well and students make good progress in their lessons.	SI	Teams set up for Sep 2018 and meetings to start in Sep 2018. Quality teaching monitored by SI/KLF. Review of term 3 and term 6.
2. Improve the delivery of SRE in Year 10	Train Y10 PSHE team to deliver SRE with more confidence.	Improved outcomes for Y10 students.	SI	Training to be completed in the Autumn term. Teachers's feedback collected on confidence of subject delivery. Students show improved understanding of SRE topics.
3. Improve the delivery of the financial capability curriculum.	Review the current curriculum to work in line with numeracy strategy and in conjunction with Lloyds Bank.	Improved outcomes for Y7-Y11 students.	SI	Curriculum review completed and new materials produced. Students show improved

				understanding of SRE topics.
<b>TUTOR SESSIONS</b>				
To improve the use of afternoon tutor time.	Tutor time timetable to be issued to ensure adequate time is put aside for assemblies, Feel good Friday, IAG discussions, mentoring, WOWNOW and homework review.	Whole school focus on IAG, mental health, aspirations, rewards and independent learning are supported through tutor support and relations. Quality of tutor provision can be monitored more easily by HOHs. This will lead to better tutor support for students and in turn, better outcomes.	MWA	Timetable to be in place for Sep 2018. HOH to monitor tutor time provision. Review term 2 and term 6.
<b>Staff Wellbeing</b>				
<b>Objectives</b>	<b>Actions, including costs</b>	<b>Impact</b>	<b>Responsible</b>	<b>Milestones</b>
Raise the profile of staff health and well-being. Encourage staff to reflect on their own health and well-being and make them feel supported in achieving this.	<ul style="list-style-type: none"> <li>a. Raise awareness through staff meetings and INSET of support already available.</li> <li>b. Ensure information is clearly displayed in the staffroom.</li> <li>c. Complete staff questionnaire to understand staff well-being in school and what they think might further support them.</li> </ul>	<p>Staff know what support is available to them.</p> <p>Activities to support staff well-being are signposted and celebrated.</p> <p>The school has a better understanding of how staff feel about their health and well-being and what might further support</p>	EFS	<p>Staff information board updated for Sep 2018. Staff questionnaire completed and analysed for Sep 2018.</p> <p>Working party in place by Oct 2018.</p> <p>INSET/staff meeting time</p>

	d. Form a working party to look understand staff needs and put ideas into practice.	them. Activities have been put in place to support staff well-being.		used to run staff well-being activities.
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## Aim 4: Managing/Ensuring the sustainable growth of the school

<b>ENVIRONMENT AND INFRASTRUCTURE</b>				
<b>Objectives</b>	<b>Actions, including costs</b>	<b>Impact</b>	<b>Responsible</b>	<b>Milestones</b>
1. Development of land sale to bring about planned improvements to sports facilities.	Meetings with developer, LA as needed.	Sports Hall is on track, sec 77 approval granted and build planned. Astro pitch is on track.	RG, APK, Governor working group.	Planning application submitted –August 2018 Section 77 approval – September 2018.
2. 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.	Monthly reviews with APK, CMH, RG. APK, RG to look at funding support.	Strict financial budgetary control maintained with monthly internal monitoring supporting termly reporting to Finance and premises portfolio.	APK RG CMH	Updates to F and P portfolio-autumn, spring terms. Monthly updates to chair of F and P-CMH. Monthly returns to county.
3. 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	Meetings with LA as necessary.	Plans for phased refurbishment have been discussed and agreed Plans are ongoing as a result of expansion.	SLT, FGB	SLT, FGB Meeting June 2018 and ongoing. Updates to F and P and full GB.

students/school.				
4. Consideration of taking one FE for September 2019.	Consideration of staffing implications and additional costs. Issue capacity of teaching rooms, social space factored into discussions with LA. Actions drawn up.	Decision made. Funding agreed and in place from LA.	SLT, FGB	SLT, FGB Meeting June 2018 and ongoing Updates to F and P and full GB
5. Review of admission policy for 2020 in place by December 2018. Review of admission criteria with particular reference to the sibling rule.	Meeting of admissions panel and LA.	Meeting with LA in summer term 2018 to review admissions criteria and set new criteria for admissions policy to be reviewed at full GB in September. Indications on pupil numbers by October 2018. Update in March 2019 following allocations.	Admissions panel.	Admissions panel meeting July 2018 FGB meeting September 2018 Complete by December 2018

## LEADERSHIP AND MANAGEMENT

Objectives	Actions, including costs	Impact	Responsible	Milestones
1. Implementation of Pittville School Governing Body Action plan (see governors section of website).	Action plan reviewed and updated. New actions in place for tracking challenge in meetings. New format for FGB in place. Tracking of actions and impact is embedded at portfolio and FGB. Evidence of challenge/issues raised is clear in minutes. Evidence of impact is clear.	Refer to action plan.	RG/AW	Action plan written September 2018 SIP review of GB meetings –September 2018. Reviewed at full GB Jan, April, July.
2. To provide opportunities through internal and external staff CPD development which support further improvements in teaching, curriculum development and addresses succession	Review of structure of SLT begun with RG in summer term 2018. Benchmarking with other Gloucestershire schools.  Review of SLT responsibilities –summer 2018.  Review of SLT complete and planned expansion fully costed Dec 2018.	Expansion plan developed, communicated and implemented successfully. SLT structure reviewed and in place for Sept 2019  ML development fully embedded.ML is consistent	SLT	Expansion plan for SLT written and agreed by full GB Jan 2019. Governance plan implemented Ongoing review.  Review of work of partnership with Balcarras-

<p>planning and staff aspirations. This will be provided through internal and external staff CPD development Key action points will include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Implement Governance action plan. Reviewed July 2018. This will be facilitated through CPD training as appropriate.</li> <li>• Review of structure of leadership team to ensure the structure is fit for purpose.</li> </ul> <p>This will be supported by:</p> <ul style="list-style-type: none"> <li>• The teaching school work</li> <li>• The Balcarras</li> </ul>	<p>Middle leadership training-Building Learning Communities-summer 2018.</p> <p>Review of impact of internal appointments including seconds in core completed by summer 2019.</p> <p>Action plan for governance in place.</p>	<p>across faculties.</p> <p>The practice of the very best teachers will be recognised, celebrated and used to strengthen the teaching of others.</p> <p>Effective teachers are retained by ensuring there are appropriate opportunities and support to further develop their practice.</p> <p>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 2018 of:</p> <ul style="list-style-type: none"> <li>• Portfolio structure</li> <li>• Role of staff governor</li> <li>• Impact of new structure to full GB meeting</li> <li>• Effectiveness of clerking</li> </ul>		<p>July 2018. Identification of link work with Balacrras for September 2018 –DT, MFL, Science, music, pastoral.</p>
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partnership				
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<b>SCHOOL ACCESSIBILITY PLAN</b>				
<b>Objectives</b>	<b>Actions, including costs</b>	<b>Impact</b>	<b>Responsible</b>	<b>Milestones</b>
1. To ensure that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and opportunities provided by Pittville School.	a. Purchase of iPads as trial for students in lessons for recording information. b. Costings for DT block access repair and internal stairways (wheelchair ramp?). c. Student consultation regarding signage. d. Work with LA ATS and OT regarding access to the site for wheelchair users. e. Report to S&I Portfolio with regards to progress against objectives. f. Trial and potential purchase of Read Write Gold software for lesson and exam access.	The physical environment of the school is accessible to all.  Students with a disability can take full advantage of the education and opportunities provided by the school.	EB/APK	Ongoing.
2. Increase access to the curriculum for students with a disability, ensuring that students with a disability are as equally prepared for adulthood as our students who do not have disabilities.	g. Review of iPad resources. h. Action plan for work to be undertaken to prepare site for students that use a wheelchair. i. Recruitment/training for staff as personal carers (April 2019). j. Annual site review has been completed. k. Action plan from site review completed.	Students with a disability are as equally prepared for adulthood as our students who do not have disabilities.	EB/SI/KF	Ongoing.
3. To develop our use of IT resources to improve support for learners with a disability.	l. Site work planned or undertaken for developed access for wheelchair users. m. Prior investigations for <ul style="list-style-type: none"> <li>• Sensory space</li> <li>• Therapy space</li> <li>• Bells/alarms are actioned.</li> </ul>	Students with SEND have access to appropriate IT resourcing in order to meet their needs effectively.	EB/KF/BB/APK	By Summer 2019.
4. To ensure that all stakeholders are consulted in contributing to this plan.	n. Year 10/11 students have access to	All stakeholders are effectively represented through this plan.	EB/APK	Ongoing.

5. To ensure that the site is reviewed annually using the Local Authority accessibility framework. 6.	<p>improved IT facilities in class and exams.</p> <p>o. Explore/review alarms/bells in school.</p> <p>p. Investigate sensory room and therapy space in PLC.</p>	The school are aware of recommendations and these are encompassed within this plan.	EB/APK	Ongoing.
7. To address any concerns arising from the annual site inspection.		The school are aware of recommendations and these are encompassed within this plan.	EB/APK	In response to next site inspection in July 2018.
8. To investigate the current alarm /bell system in relation to sensory/hearing needs.		Students with SEND feel safe and confident in school .	EB	Investigate by Jan 2019 Actions in place by Summer 2019.
9. To investigate and action further access to ground floor classrooms and the canteen for wheelchair users.		The school is widely accessible for wheelchair users.	EB/APK	Ongoing work through 2018-2019 in preparation for Sept 2019 admission.
10. Development of sensory space in PLC.		Students with sensory needs can access an appropriate area in order to meet their needs.	EB	By Summer 2019.
10. Investigate therapy space in PLC.		The school has an appropriate therapy space.	EB	Ongoing work through 2018-2019 in preparation for Sept 2019 admission.