



Pittville School, Cheltenham
School Development Plan
2019-2020

Revised version ratified by Full Governing Body: 17 Sept 2019

Contents

Strategic Vision 2022 - Overview.....	page 3
Strategic Vision 2022 – Quality of Education.....	page 4
Strategic Vision 2022 – Behaviour and Attitudes.....	page 6
Strategic Vision 2022 – Personal development.....	page 6
Strategic Vision 2022 – Leadership and Management.....	page 8
School Evaluation Cycle.....	page 9
GB Monitoring Cycle.....	page 10
Overview of general success measures.....	page 11
Aim 1: Quality of Education.....	page 12
Aim 2: Behaviour and Attitudes.....	page 18
Aim 3: Personal Development.....	page 20
Aim 4: Leadership and Management.....	page 21
School Accessibility Plan.....	page 24

STRATEGIC VISION 2022

In 2022 Pittville School will be a school where students make exceptional progress in their studies, beyond what even they themselves think they are capable of making, and are equipped to set off into the world with the personal skills and aptitudes to thrive alongside their excellent qualifications.

In 2022 we will have a challenging, inclusive curriculum, built firmly upon the foundations of reading, writing and arithmetic shaped according to what our students need to know, understand and be able to do to thrive for the rest of their lives.

In 2022 we will have a highly functioning support team, one where our student welfare and academic systems operate seamlessly together as one.

In 2022 our whole approach will be founded upon the highest expectations of students and ourselves, where every student, no matter what his or her starting point, is expected to work as hard as he or she can, and behave as well as he or she can, without qualification.

In 2022 students will experience consistently excellent teaching, which is evidence based and has been developed from collaboration. This will be founded upon what works and will be constantly reviewed and evaluated.

In 2022 our staff will be relaxed and self-confident, supported by the very best training programme for everyone, where every colleague has a high quality development programme mapped out for them the moment they begin working at our school.

In 2022 Pittville will be a school where we have the unqualified support of our parents, where parents have the highest aspirations for their children, working with us in educating their children.

In 2022 we will respect wellbeing, where every single one of us is wholly committed to our work, but has time and energy to enjoy life beyond Pittville School, with family and friends, so that the school/home balance is in true harmony and we embody a celebratory, sustainable approach to life.

In 2022 we will have a core set of values that we live by, where our core values are: **Respect, Honesty and Kindness.**

In 2022 Pittville students will be confident learners who are creative, resilient, independent and highly ambitious members of our community who demonstrate respect and fairness within a safe, caring and cooperative culture

In 2022 Pittville will have an exceptional reputation, one we genuinely deserve, where our excellence is manifest, meaning that the best teachers and support staff want to come and work here – and students want to come and learn here – because they know they will thrive.

STRATEGIC VISION 2022

AIM 1 - QUALITY OF EDUCATION

ACHIEVEMENT (reviewed annually)

Vision:

Achievement is consistently high amongst all cohorts of students and Pittville School is within the middle 40% of schools nationally. *(2018 data puts Pittville in the average band of all schools).*

Evidence:

- Progress 8 score is at least average.
 - There is a minimal difference between the progress of boys and girls from KS2 to KS4.
 - The PP gap is narrowed so PP student progress is close to national and in line with others nationally. There is a minimal difference between disadvantaged and non-disadvantaged students at the school.
 - The progress of SEND students is evidenced through rapid improvement in literacy and numeracy and in line with all students nationally.
 - The progress of high, middle, lower attaining students is at least in line with national figures.
- Attainment 8 is at least average when compared to national.

CURRICULUM

Vision:

- Pittville School has a rigorous curriculum which engages the interests, and challenges the abilities of all students.
- The curriculum is responsive to the needs and interests of each cohort, and individual students.
- The curriculum is relevant to students whose adult lives will be lived in the second and third quarters of the 21st Century and supported by high quality technological resources.
- As an 11-6 school, Pittville students have the advantage of being directed to a wide range of post-16 options without prejudice.

Evidence:

- All subject curricula are based on a deep understanding of subject matter coupled with the ability to apply what is learned.
- All subjects have 5 year curricula in place that ensure excellent progress and prepare students for the challenges of KS4 study in Year 9 and beyond.
- All subject curricula provide students with the skills they need to succeed in their post-16 choices, including
 - the ability to communicate
 - solve problems in teams;
 - the ability to think critically and to create novel solutions; and
 - flexibility, openness to change and a willingness to learn continually.
- The wider curriculum, including extra-curricular activities, provides all students with opportunities to broaden their cultural capital.
- Pittville School has a KS4 curriculum which is flexible, offering a broad range of appropriate subjects to support students in their post-16 choices taking into account local market information and training opportunities.
- Options for Year 8 are reviewed annually to ensure we meet the needs and interests of our students on a cohort by cohort basis.

- CEIAG (careers education) meets Gatsby benchmarks, including appointing a careers teacher and NEETs are reduced to national levels.
- Personal development is embedded in the whole school curriculum, including through CEIAG, PSICHE and extra-curricular provision.
- Trained teams of teachers understand the importance of, and commit to, high quality PSICHE teaching.

QUALITY OF TEACHING

Vision:

- Teachers have excellent subject knowledge and understanding of curriculum and assessment.
- All lessons are well-planned, taking into account previous learning, misconceptions, pathways through learning and barriers to progress.
- Teachers use CPD, lesson observations, reading and research as a basis to on which to build great practice.
- Teachers teach with enthusiasm and engage students' cognitive and metacognitive skills to develop independent learning and continually challenge students to think harder.
- Teachers use assessment before, during and after a lesson to understand student progress and are able to adapt their short, medium and long term planning appropriately.

Evidence:

- Monitoring of teaching demonstrates that all teaching is at least secure when evaluated against the Teacher standards and Post Threshold Standards, and much (a high proportion) practice is enhanced.
- Teachers use a robust performance appraisal cycle to drive their own professional development.
- Lesson observations and other aspects of quality assurance will evidence broad opportunities for independent learning.
- Fully established assessment framework from Years 7 to 11 that tracks the acquisition of knowledge, understanding and skills across Key Stages 3 and 4, allows for effective monitoring and intervention and frequent, accurate reporting to parents.
- Evidence based teaching and learning is embedded. Staff evidence practice against what we know works. Teaching is consistently effective as a result.
- The practice of the very best teachers is recognised, celebrated and used to strengthen the teaching of others.
- Effective teachers are retained by ensuring there are appropriate opportunities and support to further develop their practice.
- A highly professional team of teaching assistants is fully embedded within teaching and learning across the school.

AIM 2 - BEHAVIOUR AND ATTITUDES

BEHAVIOUR AND ATTITUDES

Vision:

- All students are self-directing, confident, and take responsibility for their own actions.
- All students make a positive and significant contribution to the school community.
- Consistently high standards of behaviour are sustained in the classroom and beyond.
- School rules and systems fully reviewed and embedded to minimise impact of population increase.

Evidence:

- Attendance is consistently at 95% and above and persistent absence consistently within 1% of national average (*13.1% national average figure June 2018*).
- Punctuality is consistently below 1% of students late for school each day.
- Exclusions are at or below national average for each population.
- An increased range of leadership opportunities and strategies exist to build students' confidence and leadership skills.
- Students are positive role models.
- Rewards system kept under constant review and makes a significant positive impact upon students' motivation.
- The culture of restorative practice is embedded across all aspects of the school.
- The school embraces a multi-agency approach.

AIM 3 - PERSONAL DEVELOPMENT

ETHOS/PERSONAL DEVELOPMENT

Vision:

A culture of very high expectations where the aspirations for every child are high and students are well-supported and nurtured so that all feel confident to succeed.

- Students leave Pittville School confident, independent, eloquent and respectful, ready for the next stage in their lives.
- The school's reputation as a friendly, caring environment remains strong and continues to be built upon positive relationships. 'There is something very special about the culture of this school' Ofsted 2019
- CEIAG meets Gatsby benchmarks, including appointing a careers officer. Career planning makes a strong contribution to students' progress and wellbeing.
- Teams of teachers see the importance of, and commit to, high quality PSICHE teaching. They are trained and confident in delivering the PSICHE curriculum
- Cultural capital is developed across the school.

Evidence:

- Pittville School is the school of choice for students, parents and staff.
- Students achieve excellent outcomes (see Achievement) and display exemplary behaviour (see Behaviour).
- There are very low levels of bullying / discrimination and all adhere to the school's commitment of mutual respect.
- Student and parent surveys regularly confirm that students feel safe, happy and nurtured/challenged at school.

AIM 4. LEADERSHIP AND MANAGEMENT

LEADERSHIP & MANAGEMENT

Vision:

- Senior and middle leaders are all equipped to embrace the challenge of school leadership and model exemplary professional practice around the school.
- Middle leadership development fully embedded as part of the school's annual CPD programme with evidence of high levels of engagement and professional impact.
- Governors strengthen the leadership of the school because they are highly skilled and knowledgeable about the school's performance. Governors are strategic in their outlook and effectively challenge leaders and drive further improvements.
- SLT given frequent opportunities to visit outstanding providers to shape their practice within school.
- Identification of talent with opportunities provided for leadership development.

Evidence:

- The expansion plan is developed, communicated and implemented successfully.
- Feedback from all staff evidences good work-life balance.
- A balanced budget is delivered.
- Parent/student feedback and/or external evaluation evidences excellent safeguarding systems, including a culture which enables students/staff to speak out.
- By 2022 we will have strengthened key educational partnerships through our partnership work with Balcarras and beyond. Our links with schools will support a shared interest in raising the aspirations of all young people in Cheltenham. We will develop further opportunities for volunteering and outreach.

ENVIRONMENT AND INFRASTRUCTURE

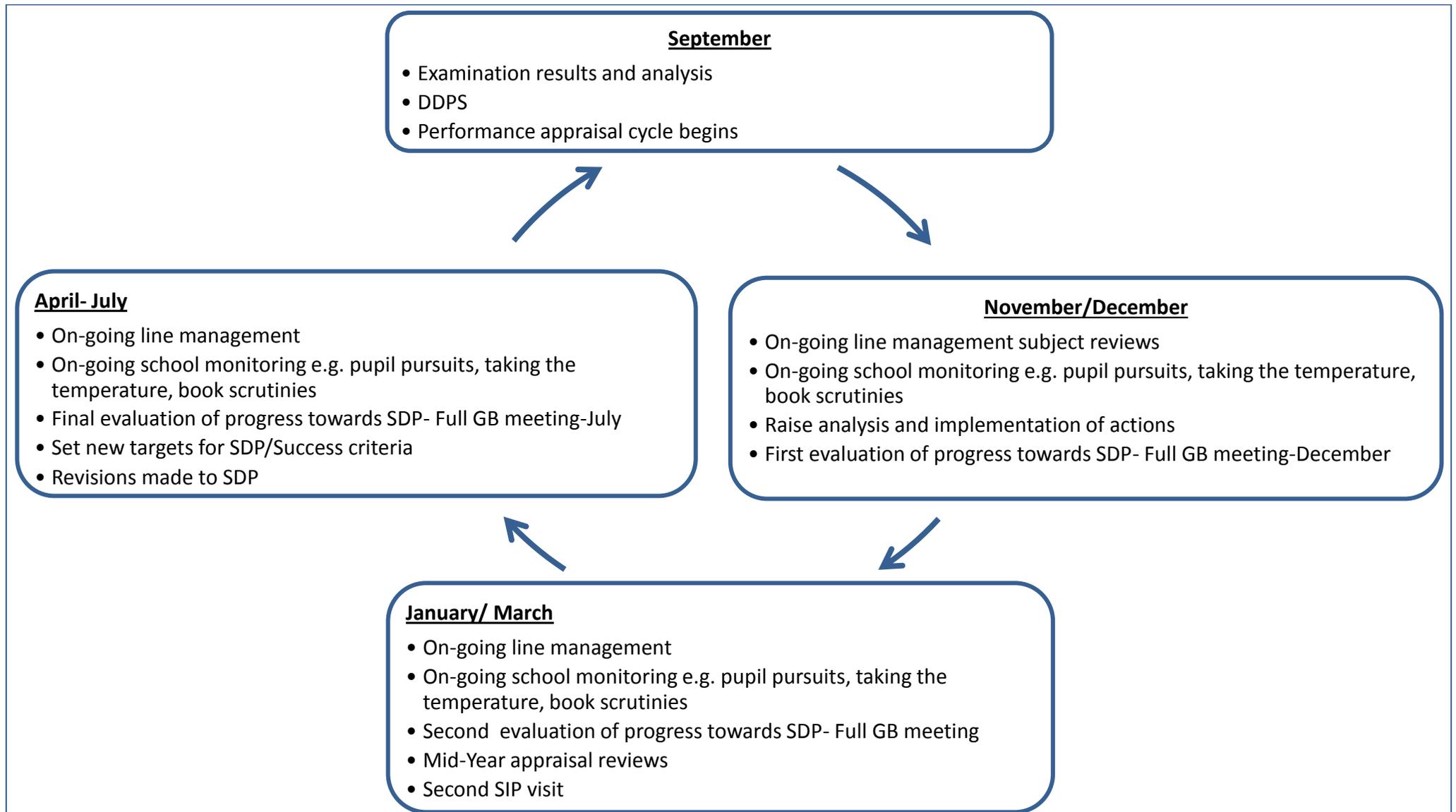
Vision:

- A school environment of the highest standards that is a pleasure to work in and provides a comfortable and stimulating environment for all.

Evidence:

- Teaching spaces and communal areas accommodate the student body effectively and are appropriately resourced.
- Sports facilities for all students are improved, including providing a superb new sports hall.
- All areas of the school are accessible for all members of our school community.
- Facilities are developed to maximise potential for wider community use and income generation.
- Students and staff have access to an ICT infrastructure which is fit for purpose and flexible to develop as technology advances.
- Staff and students enjoy a safe and comfortable learning and working environment.

SCHOOL EVALUATION CYCLE

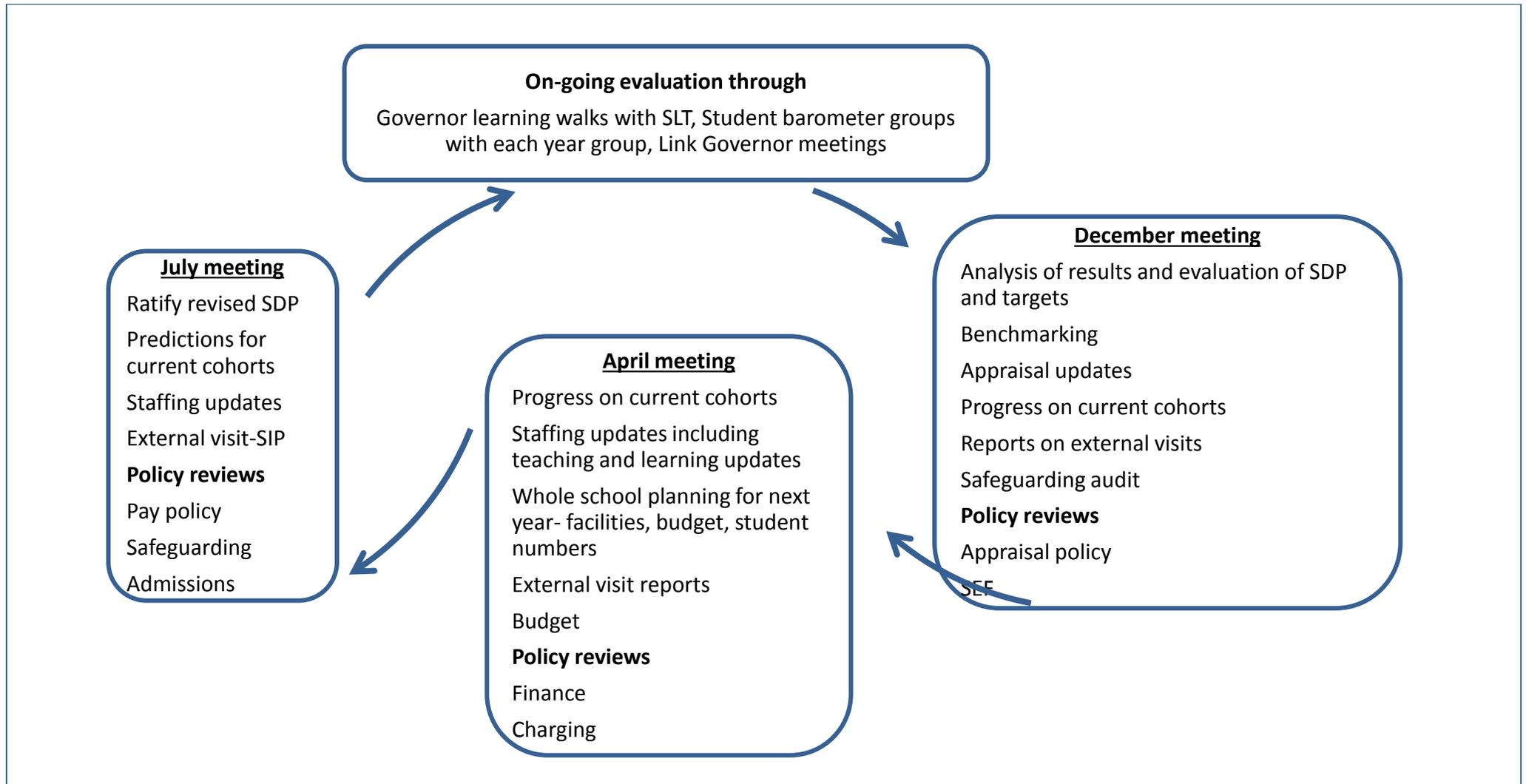


THE GB MONITORING CYCLE

September

Examination results-headlines

Exam analysis meetings-Governors invited



OVERVIEW OF GENERAL SUCCESS MEASURES

Current floor targets: P8 -0.5

Key Stage 4

1. Whole school Progress 8 score to be 0.00 or above (**School 2019:** -0.26 **National 2018:** -0.02)
2. In each department - a minimum of 70% of all students achieve their targets at the end of KS4.
 - a. Particular emphasis is given to the monitoring of those groups identified as underperforming in 2019 results (Boys, Disadvantaged, SEN (K) and Middle Ability on entry)
3. Attainment 8 to continue to improve towards national average (**School 2019:** 41.46 **National 2018:** 46.53)
4. EBacc APS to continue to improve towards national average (**School 2019:** 3.37 **National 2018:** 4.04)
5. 37% of students achieve a grade 9 – 5 and 58% a grade 9 – 4 in both English and Maths in Summer 2020 (**School 2019:** 35%/49% **Nat 2018:** 43%/64%)

AIM 1 - QUALITY OF EDUCATION

<p><u>Achievement</u> :</p> <p>Achievement is consistently high/positive/above average amongst all cohorts of students and Pittville School is within the middle 40% of schools nationally. (2018 data puts Pittville in the average band of all schools). I want us to be in the top part of that middle 40%!</p>					
Objectives	Actions, including costs	Responsible	Milestones	Expected Impact	Actual Impact
Ensure targets are precise and genuine. This will improve the consistency and accuracy of progress tracking data.	<ol style="list-style-type: none"> 1.Establish consistent use of target setting-FFT 20 vs 50. Communicated to all staff. 2. Review robustness of assessment processes and accuracy of tracking at KS3 3. Improve accuracy of data through rigorous moderation and quality assurance. Share best practice. 4.Gaps between actual and predicted outcomes continues to reduce. 	DE	<ul style="list-style-type: none"> • Targets set –Sept 2019 • Moderation events with Balcarras • Checking of accuracy through SLT meetings- link to line management • SLT departmental checks half termly • Data shared termly with governors 	<ul style="list-style-type: none"> • Curriculum leaders have confidence in the validity of targets set and are able to establish a relentless focus on students achieving target grade within their subject. • Increasingly robust internal assessment data that informs more accurate predictions across departments. 	
Refine and improve impact of GCSE strategy.	<ol style="list-style-type: none"> 1.Effective identification of underperforming groups and individuals –effective intervention-current year 11 2.Identification of strengths and areas for development linked to exam performance 2019 3. Review of parental engagement in academic / progress focused school initiatives 4. More effectively equip students to monitor and evaluate their own learning. 	DE/JAP	<ul style="list-style-type: none"> • Review of current Year 11 data at exam reviews-identify strengths and weaknesses • Exam reviews identify strengths and areas for development with current year 11- Sept 2019 • Learning walks demonstrate that PM registration time is being used productively to equip 	<ul style="list-style-type: none"> • Improved outcomes for current Year 11 cohort both in regard to attainment and progress toward minimum target grade. 	

			students with learning strategies.		
Reduce in school variation of attainment and progress. See L and M	<p>1. Increase capacity of SL to act on concerns raised by progress checks/line management. Tracking captures/highlights variation, best practice and underperformance.</p> <p>2. Ensure that middle leaders make use of internal and external evaluation to identify areas to improve</p> <p>3. Review strategic line management processes</p>	DE/SLT	<ul style="list-style-type: none"> Line management system under review by DE during term one with weaknesses identified and addressed Establish opportunities for moderation/QA with Balcarras Use of SL purple folder/line management to track progress. Line management is used to develop and amend development plans and intervene where problems arise. 	<ul style="list-style-type: none"> Interventions are deployed strategically to address underperformance in key curriculum areas. SL's are more able to identify and challenge inconsistent teaching practice that may be leading to student underperformance. 	

Curriculum:

A rigorous curriculum which engages the interests and challenges the abilities of all students, including the very brightest and is responsive to the needs and interests of each cohort and individual students. It will be relevant to needs of students whose adult lives will be lived in the second and third quarters of the 21st century and will be supported by high quality technological resources. As an 11-16 school Pittville students will have the advantage of being directed to a wide range of post 16 options without prejudice.

Objectives	Actions, including costs	Responsible	Milestones	Expected impact	Actual impact
Each department to carry out a top to bottom review and restructure of their five year curriculum and teaching programme. This will focus on identifying what is essential in their subject and the elements that all students should know and experience. Departments will review how this critical content will be most effectively delivered.	1. Review intent of whole school curriculum and ensure this is reflected in departmental curriculum planning. 2. Each department to carry out a top to bottom review and restructure of their five year. This will include a review of the 3 year KS4. Review of this autumn term 2.Schemes of work to be reviewed with SLT 4.Review of impact of 3 year KS4-first results in 3 year KS4	DE/RG/subject leaders	<ul style="list-style-type: none"> November inset day: <ul style="list-style-type: none"> Agree whole school intent statement Review of KS3 undertaken during term 1 Changes to curriculum structure identified by Jan 2019. Implementation of changes undertaken and completed by July 2020 2020 results first cohort of 3 year KS4 	<ul style="list-style-type: none"> Establish a consistent approach to a 5 year curriculum that reflects whole school intent. Increase the opportunities for staff to discuss and review the curriculum and share good practice. Time for joint planning to identify what they want students to know and be able to do, thinking about how the curriculum is sequenced Develop subject content CPD opportunities 	
Developing cultural capital through curriculum and enrichment opportunities- this links to aim 3	1. Identify what cultural capital means for students at Pittville. 2. Identify opportunities for CC through both the academic curriculum and the house system.	SL/HOH	<ul style="list-style-type: none"> Department heads and HOH identify CC opportunities in term 1. Paper for discussion to SLT during term 1 	<ul style="list-style-type: none"> Empirical evidence of student participation in CC events. <ul style="list-style-type: none"> Especially in relation to disadvantaged students. 	
Make increasingly effective use of home learning to ensure it forms an integral part of student learning	1. Review the use of ShowMyHomework platform to QA the quantity / quality of home learning tasks set within subject	DE / KLF / SL's	<ul style="list-style-type: none"> Curriculum review process embeds a consistent approach to the setting of home learning. QA mechanisms 	<ul style="list-style-type: none"> Increased parental engagement in students' academic progress via SMHW platform. Improved outcomes for 	

	<p>areas.</p> <p>2. Review the use of home learning related sanction systems to support students' academic progress</p>		<p>identify where home learning is being used effectively to consolidate / extend student learning.</p> <ul style="list-style-type: none"> SMHW to be used in term 2 and 3 as primary focus for Year 11 revision materials. 	<p>current Year 11 cohort both in regard to attainment and progress toward minimum target grade.</p>	
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Quality of Teaching:					
Teaching is of a consistently high quality throughout all curriculum areas with all teachers being inspired and challenged to develop further.					
Objectives	Actions, including costs	Responsible	Milestones	Expected Impact	Actual Impact
<p>Improve planning for progress to reduce variation in teaching quality. This should include consistent application of strategies to embed:</p> <ul style="list-style-type: none"> Pre teaching of vocabulary Stretch and challenge in lessons Independent learning 	<ol style="list-style-type: none"> INSET time on planning. Use of faculty time for more shared and detailed planning. Use of learning coaches to support staff. Clear link established between PA, CPD and use of lesson observations. Training on observing <i>learning</i>. LINK with whole school work on curriculum to ensure S&C across the board. 	KLF	<ul style="list-style-type: none"> INSET takes place on 6th November 2019. Extra faculty time in place for September 2019. Learning coaches to be in place for September 2019 - training to take place in first half term. INSET on PA/CPD/observations on 6th September 2019. LINK – curriculum day on 29th November. 	<ul style="list-style-type: none"> All staff understand planning for progress and variation reduces More lessons are planned with S and C in mind. Departments plan their curricula with S and C in mind. Teachers are using the termly foci in their lessons. Students are aware of and can use these skills. 	
<p>Whole school focus on teaching of vocabulary.</p>	<ol style="list-style-type: none"> Bigger push through SLs to ensure M4L embedded in ALL departments. STAR method is a whole school focus. INSET provided in support. 	KLF / AMI	<ul style="list-style-type: none"> AMI/KLF carry out learning walk in first half term. INSET takes place on 25th September. Baseline established in term 1. 	<ul style="list-style-type: none"> Impact measured in term 4. M4L is less variable and used in all departments. STAR method is being used regularly in lessons across all subject areas so 	

				students are accessing higher level questions.	
<p>Review of current feedback systems to establish:</p> <ul style="list-style-type: none"> • whether green pen of progress used consistently • Are students given meaningful targets on how to improve their work • Are opportunities for redrafting built into curriculum time 	<ol style="list-style-type: none"> 1. Utilise departmental meetings for peer moderation of books and formal assessments. 2. Line management meetings to focus on the quality of written feedback. 3. Formal lessons observations and learning walks to record findings on quality of feedback. 	DE, SLs	<ul style="list-style-type: none"> • Be able to share best practice during AB board meetings that take place from term 2 onward. • Amendments made to T&L / Assessment policies in advance of September 2020 	SLT / SL's are more able to identify and challenge inconsistent teaching practice that may be leading to student underperformance.	
<p>Strengthen the role of SLT in supporting the development of teaching and learning.</p>	<ol style="list-style-type: none"> 1. T&L development and pedagogy focus at SLT meetings. 2. SLT & Governors have clear messages about expectations for T&L and adhere to them. 3. SLT monitor the number of initiatives in T&L and implications for workload. 	KLF/SLT	<ul style="list-style-type: none"> • At least two pedagogical discussions each term at SLT. • SLT modeling STAR and independent learning techniques in their classrooms each half term. 	<p>SLT lead on Pittville being a school in which teachers are always talking about T&L.</p> <p>SLT are up to date and confident talking about and modelling excellent pedagogy.</p> <p>Teachers are confident that they are meeting school expectations and can take risks with SLT and governor support.</p>	
<p>Ensure boys participate more actively in their learning.</p> <p>This looks to the further development of our boys' strategy.</p>	<ol style="list-style-type: none"> 1. Ensure all staff have access to materials that support their teaching of boys 2. Reestablish a working group to research and develop strategies to engage boys in lessons 	MWA/KLF	<ul style="list-style-type: none"> • Working group set up during HT 1 • Use of Wednesday afternoon CPD to share best practice. • Establish a toolkit of ideas. • Use of learning walks, pupil pursuits, lesson 	<ul style="list-style-type: none"> • Staff are aware of what strategies can have impact with boys at Pittville and are actively using them in lessons. Work with Balcarras. • Staff use strategies to confidently tackle disruption in lessons. 	

RESPECT

HONESTY

KINDNESS

	<ol style="list-style-type: none"> 3. Review of how school culture can support the motivation of boys 4. Use of Wednesday session to share best practice on strategies used 5. Work with Balcarras to share practice 		<p>observations</p> <ul style="list-style-type: none"> • Resources available to staff 	<ul style="list-style-type: none"> • Staff feel confident to tackle complacency shown by boys • Each department can show they have engaged with engagement of boys • Linking of boys progress to performance appraisal • Boys are participating more in lessons and are better behaved, more engaged and achieving better 	
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Continuing professional development:
Develop a professional learning community in which teachers actively engage in CPD to improve and progress their teaching. This will increase staff's professional skills and ensure that staff take a professional approach in all they do.

Objectives	Actions, including costs	Responsible	Milestones	Expected Impact	Actual impact
<p>Use PA target 2 to drive sustained improvement in the progress of key student groups:</p> <ul style="list-style-type: none"> • Disadvantaged • SEN (K) • Boys • MA on entry <p>Improve link between PA and staff ownership of CPD requirements</p>	<ol style="list-style-type: none"> 1. Use of INSET time to guide setting of good quality T&L/research targets, how they are achieved and evaluated. 2. SLT review T&L targets. 3. SIMS package used to record evidence. <p>Findings and good practice then shared back with staff.</p>	KLF, SLs	<ul style="list-style-type: none"> • INSET completed on 6th September. • Targets to be submitted to SLT by 27th September. • Feedback to staff completed by 25th October. • SIMs training to be completed by 18th September. 	<p>PA becomes a more focused vehicle for driving whole school improvement</p> <p>Staff have time to reflect on their practice and choose targets that will improve/enhance their practice.</p> <p>New systems will enable them to develop their practice, gather evidence and reflect on their development.</p>	

AIM 2 - BEHAVIOUR AND ATTITUDES

Behaviour and attitudes: To achieve a position where all students are self-directing, confident, take responsibility for their own actions and make a positive and significant contribution to the school community. Consistently high standards of behaviour are sustained.					
Objectives	Actions, including costs	Responsible	Milestones	Expected Impact	Actual impact
More effective analysis use of behaviour data.	1.Forensic analysis of behaviour incidents to identify patterns, trends to see where early intervention could have impact. Groups are identified and targeted. Incidents reduce. 2. More effective use of time in referral room. room rebranded. 3.More use of RPA to work with targeted individuals-reducing time in ? room Use of RP approaches impacts on targeted students.	MW Heads of House EB	Key Behaviour milestones: For baselines see MWA Quarterly reports to governors. Fortnightly meetings with HofH. Termly review of behaviour and rewards data.	Reduced number of exclusions. Reduced number of incidents in referral. Reduced time spent in referral for key players. Reduced number of detentions	
Further develop boys strategy to improve engagement of boys so that they are more confident and actively involved in their learning-links to aim 1	1.Reducing incidents of low level disruption with particular reference to boys Analysis of referral room data and day sheet to identify issues early. 2. Develop a clear toolkit menu of interventions to reduce impact of low level behavior. <ul style="list-style-type: none"> • Mentoring 	Lead by MWA	For behaviour baseline see MWA see above	Reduced number of exclusions. Reduced number of incidents in referral. Reduced time spent in referral for key players. Reduced number of detentions	

	<ul style="list-style-type: none"> Use of RP and rewards <p>3. Work together as staff to address the complacency shown by some boys.</p>			ALT grades improving for boys	
Sustain attendance and exclusion rates so that they remain better than national average.	<p>1. To embed attendance action plan and assess impact of each intervention.</p> <p>2. Embed restorative practice fully into Pittville. Develop the role of Team Around the School as an early intervention tool</p>	MW CBB SB BC (until Jan – mat cover for CBB)	Attendance baselines see CBB Reports to SLT and FGB	<p>Attendance and exclusions in line or better than national average</p> <p>TAS becomes tool driving early intervention</p> <p>RP identifying and working with key pupils and staff to reduce incidents of poor behaviour</p>	

AIM 3 - PERSONAL DEVELOPMENT

Personal development: A culture of very high expectations where the aspirations for every child are high and students are well-supported and nurtured so that all feel confident to succeed.

Objectives	Actions, including costs	Responsible	Milestones	Expected Impact	Actual impact
<ul style="list-style-type: none"> • Raise student aspiration in relation to the post 16 destinations. • Increasingly these should correlate with students MTGs for academic progress. • Continue to reduce the number of students at risk of NEET status at the end of KS4. 	<ol style="list-style-type: none"> 1. Review IAG lessons in Years 10 and 11 to move some teaching down to Year 10. <ul style="list-style-type: none"> • Look at WEX preparation in Year 10 to see what can be done earlier. • Use of SW careers meetings with Year 10 students. • Increase links with careers information within lessons in individual subject areas. 	KLF/SI and SW		<p>Reduction in the number of NEET status students following publication of results in August 2020.</p> <p>Destination report evidences that an increasing proportion of students are progressing to post 16 routes appropriate to their MTG.</p>	
Develop a whole school strategy for Personal Development	<ol style="list-style-type: none"> 1. Review current provision of: <ul style="list-style-type: none"> • PSHE, including statutory RSE and health education • IAG • Extra-curricular activities • Personal development interventions • Wellbeing-physical and mental , mental health champions • British values • SMSC • RE 2. Develop strategy for whole school provision and 	SI KLF	<p>Review completed by</p> <p>Strategy developed and presented to LST by</p>		

	leadership.				
Develop cultural capital across the school Link to CEP-see curriculum and link to broadening the range of students engaging with leadership opportunities across the school for all students	See aim 1 curriculum	Subject leaders/Heads of house	Papers for discussion to SLT during term 1	Identification of opportunities for CC across academic and pastoral curriculums. Plan for how opportunities can be offered and delivered established for January 2020. Student uptake is tracked.	

AIM 4 - LEADERSHIP AND MANAGEMENT

<p>Leadership and management: The school successfully meets the challenges of expansion in student numbers and reduced education budgets to ensure that students' achievement, their behaviour and the quality of teaching continue to rise. Senior and middle leaders are all well-equipped to embrace the challenge of school leadership and model exemplary practice around the school. There is a professional spirit where staff are challenged but recognize they are highly valued. All staff are working collectively on behalf of the students and staff.</p>					
Objectives	Actions, including costs	Responsible	Milestones	Expected Impact	Actual impact
Middle leaders more focused on the actions needed to secure improvements.	1. Provide effective induction and support for the new head of Maths 2. Ensure that science is more successful in accelerating the rate of progress and attainment. 3. The skills of the most effective SL are shared with all ML to develop the professionalism of all. 4. More effective use of QA mechanisms.	DE	Steve Lomax induction programme – reports to SLT Updates to SLT from KLF on developments in science. Use of academic board (subject leaders meeting) to share best practice. Evidence in line	<ul style="list-style-type: none"> Interventions are deployed strategically to address underperformance in key curriculum areas. SL's are more able to identify and challenge inconsistent teaching practice that may be leading to student underperformance. Improved outcomes for current Year 11 cohort 	

	<p>5. Improved quality and accuracy of data tracking leads to a reduction in the variability of subject performance</p> <p>5. Development of use of challenge questions- identified in LM minutes</p>		management / documentation of impact.	both in regard to attainment and progress toward minimum target grade.	
<p>SLT becomes an effective vehicle for school improvement. Evidenced by improvements in science and Maths. Boys are better behaved, more engaged and achieving better.</p>	<p>1. More precise and effective self-evaluation</p> <p>2. Review SEF format and develop more concise SEF led by DE</p> <p>3. Clearer and more focused on development /action planning</p> <p>4. Improved outcomes in science</p> <p>5. Effective induction of HOD Maths leading to further improvements in progress and attainment</p> <p>6. Develop more QA opportunities with Balcarras and Cotswold school. All SLT complete one QA visit linked to area.</p> <p>7. Development of boys' strategy can evidence impact.</p>	RGI / SLT		<ul style="list-style-type: none"> • SLT feedback identifies skills/knowledge gained • Headteacher appraisal • Reports to portfolios and FGB • Greater challenge from SLT identified through SLT minutes and Line management 	

Environment and Infrastructure: A school environment of the highest standards that is a pleasure to work in and provides a comfortable and stimulating environment for all.					
Objectives	Actions, including costs	Responsible	Milestones	Expected Impact	Actual impact
Build a sports hall	Ensure that plans for new sports hall provision have been confirmed. This may involve discussions with LA should Sec 77 be declined	RG/FGB		Sports hall is planned for delivery by September 2020-if no decision made then alternatives explored with LA	
Secure ICT infrastructure	1. Ensure that new ICT infrastructure is embedded across the school. Development of ICT strategy linked to T and L.	SLT	Strategy in place by	Strategy for development of ICT across school is written and costed by...	

PP, SEND, Restorative Practice - separate action plans.

SCHOOL ACCESSIBILITY PLAN

Objectives	Actions, including costs	Impact	Responsible	Milestones
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.	<ul style="list-style-type: none"> a. All students with additional needs have access to improved IT facilities in class and exams where required b. Explore/review alarms/bells in school c. Investigate sensory room and therapy space in PLC d. Investigate use of therapy dog 	<p>The physical environment of the school is accessible to all.</p> <p>Students with a disability can take full advantage of the education and opportunities provided by the school.</p>	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.		Students with a disability are as equally prepared for adulthood as our students who do not have disabilities.	EB/SI/KF	Ongoing.
3. To ensure that all stakeholders are consulted in contributing to this plan.		All stakeholders are effectively represented through this plan.	EB/APK	Ongoing.
4. To ensure that the site is reviewed annually using the Local Authority accessibility framework.		The school are aware of recommendations and these are encompassed within this plan.	EB/APK	Ongoing.
5. 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.
6. To investigate transportation for students with a disability		Students with a disability can access the local area successfully in line with their peers	EB/ APK	Investigate and action by Summer 2020

10. Investigate therapy space in PLC including use of a therapy dog		The school has an appropriate therapy space.	EB	Ongoing work through 2019-2020 in collaboration with LA occupational therapist
11. Investigate installation of power doors across the ground floor of the site (potentially phased with external doors initially)		Students with a disability can access the ground floor independently	EB/APK	Ongoing