# HUNTINGTON SCHOOL, YORK

# SCHOOL DEVELOPMENT PLAN 2013-2016

**Final version ratified at the Full Governors' meeting 19 September 2013**

# CONTENTS

*Respect: Honesty: Kindness*  HS SDP 2013-16 – final version 19-09-13

**Our School's Purpose is…**
To inspire confident learners who will thrive in a changing world.

**Our Vision of Huntington School in 2018**
We began the 2008 Planning Weekend with a ninety-minute session defining our vision for the school in 2018. What follows is that vision which will underpin all our planning decisions for the foreseeable future:

*"In 2018 Huntington School will be a truly learning centred school which strives to nurture the creative talents of all its learners. All its systems will be designed to meet its core purpose,* to inspire confident learners who will thrive in a changing world. *We will have the flexibility in terms of staffing, timetabling, technology and physical resources to deliver a personalised provision for our learners which learners help co-construct with talented staff. We will develop a range of learning and personal skills in our learners which will enable them to think independently. A broad global view will permeate the curriculum and the effective use of ICT will underpin all the school's systems. We will use the best of modern technology to inspire learning and all future decisions about new buildings will have the flexible and sustainable delivery of our provision as the guiding design principle.*
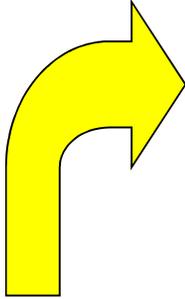
*"In 2018 Huntington School will be a healthy, happy school where our pastoral system ensures that everyone feels safe to learn. We will be at the heart of the local community and at the centre of York's education system, helping meet the diverse needs of learners both locally and city-wide, with the support of all our stakeholders, especially parents. Our school will be rooted proudly in its highly successful past but will be dynamic and forward looking; it will be somewhere that remembers to enjoy the experience of today. We will have a school where everyone has a clear sense of where they are now in their school careers, where they would like to go and how they are going to get there. We will ensure that all teaching & learning is informed by our own best practice, and we will be able to take innovative risks with confidence.*

*"In 2018 Huntington School learners will be aware of how personal and political decisions affect the future of the environment and of their responsibility to help sustain the planet. We will be a civilised community which will have a civilising influence on all of us, and positive personal relationships will be a central feature of our school. We will continue to value: Respect; Honesty and Kindness, and have a belief in the limitless potential of people. All the school's diverse communities will have a shared vision of the school and will be united by our school purpose, the nub of which will continue to be to inspire learners, and equip them with the skills, confidence and qualifications required to thrive in a changing world."*

**Our School's Values:**
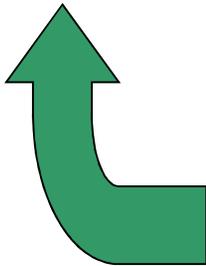- we want to work in an emotionally intelligent school where people acknowledge the fallibility of the human condition and have the imagination to understand how their actions will impact upon, and be perceived by, those they affect;
- we expect all members of our school community to value: **Respect, Honesty and Kindness**, and believe in the limitless potential of people.
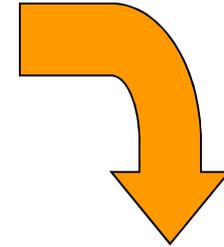
*Respect: Honesty: Kindness*

# THE SCHOOL'S SELF EVALUATION CYCLE

**September/October:**
- Examination Results Analysis & Remedial Action – SOLC Plans;
- Evaluate SDP success criteria;
- Performance Development Cycle ends/begins.

**June:**
- Third SIP Visit;
- Revised SDP published.

**On-going Self Evaluation: Subject; House; Whole School; underpinned by the up-dating of SOLCs, and SLT/SL & HsOH Line Management Meetings.
All Self Evaluation informs the fiscal year SDP.**

**November/December:**
- Implementation of Departmental SOLCs continued;
- First SIP Visit.

**January – March:**
- Whole School Planning & consultation;
- Second SIP visit.
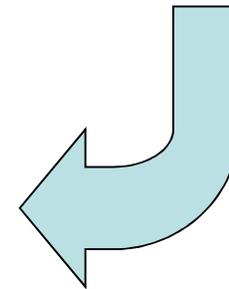
**October – November:** Developmental Activity

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# GOVERNORS' MONITORING CYCLE

**September Meeting:**
- Examination Results Headlines.

**On-going Evaluation through:**
**Buildings & Grounds:** ADSs;
**Teaching & Learning:** DS 1 & 2;
**Finance:** ADSs;
**Student Performance:** DS 1 & 2;
**Staffing:** DS 1;
Fulfilling Statutory Duties;
Policy Review Cycle across Committees.
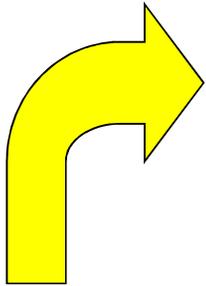
**June Meeting:**
- Ratify revised SDP;
- Predictions for current cohorts;
- Staffing;
- Third SIP visit report;
- Review Pay Policy.
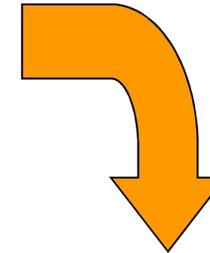
**November Meeting:**
- Analysis of Results & Evaluation of SDP
- UPS and PD review
- Progress on current cohorts;
- First SIP visit report;
- Up-dated SEF.
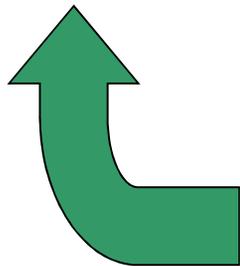
**January Meeting:**
- Progress on current cohorts;
- Staffing.

**March Meeting:**
- Whole School Planning & consultation;
- Second SIP visit report.

*The work of the School supported by Link Governor visits & Subject SEFs*

*Respect: Honesty: Kindness*

HS SDP 2013-16 – final version 19-09-13

## Overview of General Success Measures 2013-16

1. Our strategies will have ensured that the headline Key Stage 4 and Key Stage 5 national success measures will place us in the top rank of schools in the country.

2. We will see our students hit our overall progress targets as detailed in Appendix 1.

3. Our Family of Schools developments will ensure that our transition process builds securely upon our students' primary school experience of learning and pedagogy.
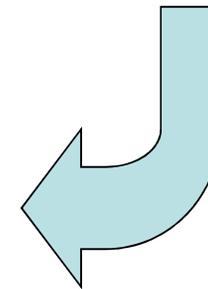
4. Our Key Stage 3 students will continue to thrive as a result of their curriculum experience making them increasingly independent, engaged and motivated to succeed as they move into Year 10.

5. Our school-wide coaching programme will raise standards of teaching and learning: 60% of lessons will be rated Outstanding and 40% rated Good, and staff will exude confidence in the classroom.

6. Our students will continue to have a healthy attitude to reading.

7. Numbers will be a genuine source of fascination as we continue to raise students' numeracy skills.

8. We will explore the delivery of Level 1 and Level 3 Construction-based courses to begin from September 2014.

9. We will have a school where our values of respect, honesty and kindness permeate everything we do.

| DEVELOPMENT STRAND DS1: How we will all become truly great teachers. | | | | |
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| **Actions to achieve DS1** | **Person(s) responsible** | **Resources and costs** | **Monitoring Person and Method** | **Notes on Progress** |
| **We will establish a Teaching and Learning Team comprising highly talented teacher-coaches** (Advocate(s): Jenny Pinder)**:**<br>• We will recruit a team of up to six teacher-coaches to begin in September 2013; they will be paid a flat rate sum of £4,000 p.a. for two years and given minimal non-contact time, and will comprise the engine room for leading all staff on the development of teaching across the school;<br>• The Teaching and Learning Team will have a variety of roles, including: to coach colleagues who need support to move from Requiring Improvement to Good or Good to Truly Great; to co-lead training days on T&L; to lead our drive to be a T&L Research and Development centre;<br>• Colleagues can request to be coached by one of the teacher-coaches at any time, depending upon available capacity.<br>*Rationale: We have to grow great teachers. Our best teachers need to be at the centre of our drive to be a truly great school. The teacher-coaches would be responsible for developing pedagogic practice across the school and would be meaningfully involved in shaping future strategic T&L developments. It is also important that the teacher-coaches are not SLT Performance Development reviewers as there would be an irreconcilable conflict in undertaking both roles. There will be some imperative for colleagues whose Performance Development lesson observations are judged Requiring Improvement to work with a teacher-coach to improve their teaching.* | John Tomsett (Headteacher) in liaison with Abigail Brierley, (Deputy Headteacher) | A maximum of £24,000 p.a. for two years plus cover costs | Alison Fletcher (Assistant Headteacher) through on-going analysis of Performance Management data<br><br>**Committees:**<br>Teaching & Learning; Student Performance; Staffing. | |
| **We will establish a school-wide coaching strategy where every teacher will be involved in coaching to become truly great teachers** (Advocate(s): Garry Littlewood/Music Dept./Helen Day)**:**<br>• The Coaching programme will comprise 36 pre-determined cross-departmental coaching trios, whereby groups of three teachers will co-plan and coach each other on aspects of practice which they want to focus upon developing;<br>• This Coaching Programme will last for two years in the first instance, and will replace | Abigail Brierley, (Deputy Headteacher) | Training day, July 2013 and every Subject Leaders' Coaching Programme | John Tomsett (Headteacher) through the Head and Deputies meetings | |

| DEVELOPMENT STRAND DS1: How we will all become truly great teachers. | | | | |
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| the OLCs programme and will comprise 6 sessions a year, one every half-term;<br>• There will be a requirement of each trio to contribute to a Research & Development blog recording how their teaching has developed as part of the coaching programme.<br>*Rationale: The SLF will become the Subject Leaders' Coaching Programme which is for Subject Leaders by Subject Leaders. This will help Subject Leaders focus upon growing great teachers. There is an irrefutable case for all of us to become better teachers. In two years' time we want 60% of our teachers to be classed as truly great and 40% as at least good. We are only going to achieve that goal if we provide systematic support for colleagues to improve their teaching.* | | | **Committees:** Teaching & Learning; Student Performance; Staffing. | |
| **We will invest in the most sophisticated lesson observation video technology – the IRIS Connect system** (Advocate(s): Nigel Currie)**:**<br>• We are going to subscribe to the IRIS scheme whereby individual teachers are able to use a highly sophisticated camera to video their lessons. The recordings are stored in an on-line library, personal to the individual teacher. Only when the teacher is ready to share recordings of his/her lessons with someone who is coaching them, will they do so – up to that point the recordings are for the teacher's eyes only, password protected. Ultimately, we will develop a bank of videos which demonstrate the very best practice in our classrooms.<br>*Rationale: The use of high quality video technology which is under the control of the teacher will help us remove the threat of observation so that we can focus on classroom practice. The evidence of positive impact on developing classroom practice from schools that have been using Iris is compelling. Coaching will be much more effective as both coach and coachee will be able to watch the lesson together and will not have to remember what occurred. The Iris technology will also mean people do not have to observe lessons in real time in order to engage in coaching during S/OLC time.* | Abigail Brierley, (Deputy Headteacher) in liaison with Gail Naish (Assistant Headteacher) | £15,000 in 2012-13 and then £85 per licence thereafter | John Tomsett (Headteacher) through the Head and Deputies meetings<br><br>**Committees:** Teaching & Learning; Student Performance. | |
| **We will give Subject Leaders greater flexibility over the use of SOLC time** (Advocate(s): Garry Littlewood)**:**<br>• We will encourage Subject Leaders to focus even more clearly upon developing pedagogy in SOLCs. If, for instance, the first hour of a SOLC is for all members of the department then the second half might see the SL coaching a colleague whilst other members of the department are working collaboratively or individually on aspects of | Alison Fletcher (Assistant Headteacher) | Coaching Training | Mike Bruce (Assistant Headteacher) through SLT meetings | |

| DEVELOPMENT STRAND DS1: How we will all become truly great teachers. | | | | |
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| their teaching. Under such arrangements, colleagues will spend the last 15 minutes of the SOLC contributing to the subject area's Development Blog.<br>*Rationale: One of the general trends clear in the suggestions from colleagues as to how we can all improve our teaching was the increased personalisation of CPD. This proposal to reshape SOLCs comes with an explicit obligation for individual colleagues to take responsibility for their own professional development. Blogging allows us to share our findings about pedagogy in the most effective way possible.* | | | **Committees:** Teaching & Learning; Student Performance. | |
| **We will set up 360$^o$ student appraisals** (Advocate(s): Claire Yeadon/Karl Elwell)**:**<br>• On a *purely voluntary basis* individual teachers can ask students for a 360$^o$ appraisal. We will set up the system electronically and the feedback will be the property of the individual teacher who can choose to share the feedback with a teacher-coach, if they so choose, in order to discuss the feedback and reflect upon how it might inform their future development.<br>*Rationale: Students experience a greater variety of teaching than anyone else in school. They know the features of an effective teacher and can provide valuable feedback to colleagues about what has the most impact on learning. If colleagues feel thick-skinned enough the 360$^o$ student appraisal could prove helpful in developing classroom practice!* | Ian Price (Assistant Headteacher; Director of Sixth Form) | Development time | Abigail Brierley, (Deputy Headteacher) through SLT meetings<br><br>**Committees:** Teaching & Learning. | |
| **We will develop Student Digital Leaders** (Advocate(s): Alex Quigley)**:**<br>• We will appoint a number of student Digital Leaders, as modelled at a number of schools regionally.<br>*We think that a Digital Leaders scheme would rapidly increase the use of ICT across the curriculum; in many relatively local schools DLs provide expertise in encouraging students and staff to use the new digital technologies to enhance students' learning.* | John Tomsett (Headteacher) through the ICT Development Team | Training time for the SDLs. This action will be low priority in the first instance | John Tomsett (Headteacher) through the ICT Development Team meetings<br>**Committees:** Teaching & Learning. | |

**Success Criteria:**

**Short-term, March 2014:**
• Good level of satisfaction (70%+) in student voice feedback and parental feedback on ParentView for quality of teaching in the school (March 2013 baseline: 50%);
• 50% of lesson observations will be outstanding; 50% of lesson observations will be good (March 2013 baseline: 25% Outstanding; 50% Good; 25% Requiring Improvement);
• Sig + for attainment and progress in the annual RAISEonline for some of the main indicators (see 2012 RAISEonline for baseline);
• Sig + for attainment and progress in the annual LAT for some of the main indicators (see 2012 LAT for baseline).

**Medium Term, October 2014:**
• Good level of satisfaction (80%+) in student voice feedback and parental feedback on ParentView for quality of teaching in the school;
• 50% of lesson observations will be outstanding; 50% of lesson observations will be good;

| DEVELOPMENT STRAND DS1: How we will all become truly great teachers. |
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| • Sig + for attainment and progress in the annual RAISEonline for the vast majority of indicators;<br>• Sig + for attainment and progress in the annual LAT for the vast majority of indicators.<br><br>**Long Term, October 2015:**<br>High level of satisfaction (90%+) in student voice feedback and parental feedback on ParentView for quality of teaching in the school;<br>60% of lesson observations will be outstanding; 40% of lesson observations will be good;<br>Universally Sig + for attainment and progress in the annual RAISEonline;<br>Universally Sig + for attainment and progress in the annual LAT. |
| **Evaluation arrangements:** |
| • September SLT meeting to evaluate quality of teaching;<br>• November Governors' Meeting to present evaluation outcomes. |

| DEVELOPMENT STRAND DS2: How we will develop a Growth Mind-set throughout the school. | | | | |
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| **Actions to achieve DS2** | **Person(s) responsible** | **Resources and costs** | **Monitoring Person and Method** | **Notes on Progress** |
| **Review and subsequently develop our main core practices so that they reflect our commitment to developing a Growth Mind-set e.g. recruitment process; target setting; school literature, etc.**<br>• Develop a rigorous and accurate mind-set assessment tool to establish a mind-set baseline amongst the Huntington School community; this tool would also be used to support the staff recruitment process.<br>• Develop a training programme for staff and students to cultivate Growth Mind-set. Training for staff could be delivered by colleagues who express a genuine interest in developing Growth Mind-set to improve student outcomes. Training for students would be delivered through the M3 programme, with possible collapsed timetable days.<br>• Embed the language and philosophy of Growth Mind-set in all our main core practices. This will require a review of all policies and literature to ensure the Growth Mind-set approach is made explicit and aligned to our actions.<br>*Rationale: People with a fixed mindset believe that their traits are just givens; 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. They understand that no one has ever accomplished great things without years of passionate practice and learning. So, if we believe that having the highest expectations of students is important as, in our experience, students will perform according to our expectations in most every way, then we have to adopt a growth mind-set about our students. As important is adopting a growth mind-set about ourselves, as we will not improve as teachers if we do not think we can get better. We have to make real our previously stated belief in the limitless potential of people; if we can, it is guaranteed to motivate everyone at Huntington.* | Penny Hall (Junior Leadership Team) with Terry Cartmail (Deputy Headteacher) and Ian Price (Assistant Headteacher) | Significant time in the summer term 2013 | John Tomsett (Headteacher) through SLT meetings and consultancy with Dr Jonathan Sharples (Institute of Effective Education)<br><br>**Committees:** Teaching & Learning; Student Performance. | |
| **Establish and live by a Code of Kindness.**<br>• In order to help develop the Growth Mind-set culture across the school, we will establish a staff working party to draw up a list of non-negotiable principles which set the tone for the way colleagues interact with students at Huntington School. The Code of Kindness will have as its guiding principle the fact that we are dealing with 14 year-old hormonal teenagers and we are the adult in the relationship at all times! | Betsy Mower (Junior Leadership Team) with John Tomsett (Headteacher) | Development time in the summer term 2013 | John Tomsett (Headteacher) through calendared meetings | |

| DEVELOPMENT STRAND DS2: How we will develop a Growth Mind-set throughout the school. | | | | |
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| • We will re-launch the Respect: Honesty: Kindness values system in order to remind every member of the school community of the values to which we subscribe.<br>*Rationale: We have made great progress in changing the culture of the school over the past few years; our three values system has been particularly effective. We now need to take the next step in changing the culture if we are going to create a school in which every single one of our students will thrive. We think that making explicit how we should treat our students is a powerful statement about the humane school we aspire to be, and the improvement in our relationships with each other will be motivational to everyone.* | | | **Committees:** Student Performance. | |
| **Ensure we can explain why students are undertaking every activity in every lesson.**<br>• Develop a mind-set whereby colleagues make the purpose and relevance of learning in each lesson clear to students, both in terms of how the learning will develop their academic skills and, potentially, how the learning may be relevant to future careers.<br>*Rationale: None of us is ever motivated when we cannot see the point of what we're doing. It's very easy to crack on with teaching without explaining to students exactly where this particular activity fits into the bigger picture and how what you are doing will develop their skills, understanding and/or knowledge. Furthermore, if students can see the real world connection to what they are doing you have a much better chance of motivating them to engage in their studies.* | Steve Foreman, Associate (SLT member) with Abigail Brierley (Deputy Headteacher) | | Abigail Brierley (Deputy Headteacher) through calendared meetings<br><br>**Committees:** Teaching & Learning. | |
| **Develop a teacher toolkit for highly effective feedback.**<br>• Drawing from best practice both in school and from reliable research, develop a Growth Mind-set biased feedback toolkit which is easy to use and, at most, two sides of A4 in length!<br>• E-mail staff on a fortnightly basis with one Growth Mind-set feedback strategy for them to implement during the following fortnight, the evaluation of which will feed into the Continuous Professional Development blog process.<br>*Rationale: If we know we are making progress and we are clear about what to do next to improve further that is bound to be motivational. There is evidence of very good feedback practice across the school, but we think it is a good idea to pull that good practice together along with one or two bits of guidance from further afield and devise our own toolkit for highly effective feedback.* | Rachel Garbett (Junior Leadership Team) with Alison Fletcher (Assistant Headteacher) | | Alison Fletcher (Assistant Headteacher) through calendared meetings<br><br>**Committees:** Teaching & Learning; Student Performance. | |

| DEVELOPMENT STRAND DS2: How we will develop a Growth Mind-set throughout the school. | | | | |
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| **Develop a systematically targeted leadership programme for our relatively vulnerable students.**<br>• Develop a range of genuine leadership activities which our relatively vulnerable students will be encouraged to undertake. We will offer these opportunities to our Pupil Premium and more generally vulnerable students in KS3 in the first instance based upon our transition and Progress Review Interview intelligence. This will improve their overall confidence and enable them to choose their options much better ensuring that their GCSE results are significantly improved than expected. Options should be better focused having had opportunity to improve skills in a wide variety of different subjects and areas.<br>*Rationale: Targeting potentially disengaged students is a proven, practical way to raise self-esteem and increase motivation. We have to find ways of increasing the sense of inclusion we are working so hard to foster, and we think that working on the peripheral students who fall off the inclusion cliff will have real impact on those individuals and the school as a whole.* | Nicky Wilson (Junior Leadership Team) with Gail Naish (Assistant Headteacher) | | Gail Naish (Assistant Headteacher) through calendared meetings<br><br>**Committees:** Teaching & Learning; Student Performance. | |
| **Implement a range of strategies to celebrate the key features of Growth Mind-set.**<br>• We will take imaginative approaches to celebrating how both students and staff: embrace challenge; persist in the face of set-backs; demonstrate how effort has led to mastery, and learn from criticism. These approaches may include:<br>  ▪ Developing the reception area and other physical spaces in the school;<br>  ▪ Exploiting the potential of social media and the school website;<br>  ▪ Redesigning Parents' Evenings to enable teachers to more easily celebrate students' work with parents/students;<br>  ▪ Supporting departments in developing explicit policies on celebrating features of the Growth Mind-set;<br>  ▪ Reviewing the Awards Ceremony so that features of the Growth Mind-set are explicitly rewarded.<br>*Rationale: There is nothing more motivational than having our efforts celebrated. We feel that we still do not celebrate students' efforts enough. High profile celebrations and low profile relentless celebration on an individual basis will surely foster students' motivation. The changes to Parents' Evenings will build upon the decision to encourage students' to attend the Parents' Evenings and further encourage our students to never submit inadequate work.* | Tim Burnage (Junior Leadership Team) with Chris Hardwell (Associate SLT member) | £1,000 display budget | Chris Hardwell (Associate SLT member) through calendared meetings<br><br>**Committees:** Student Performance. | |
| **Commentary on how we will measure the impact of the six individual actions to achieve DS 2.**<br> • To help us judge the impact of the **Growth Mind-set action point** we will establish a summer 2013 baseline of Mind-sets across the school using the developed assessment tool. | | | | |

| DEVELOPMENT STRAND DS2: How we will develop a Growth Mind-set throughout the school. |
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We will also gather baseline data on the number of positive comments awarded and what for (effort/attainment), collected from a sample of 12 students per year group from across the ability range.

- To judge the impact of the **Code of Kindness action point** it will be monitored and evaluated through gathering staff and student feedback on an on-going basis.
- In order to judge the impact of the **WHY explanations in lessons action point**, we will use the summer 2013 examination results as a baseline, linked to the overall success criteria of DS2, and also gather staff and student feedback on an on-going basis.
- To evaluate the impact of the **Feedback Toolkit action point** we will work with the Institute of Effective Education and the Education Endowment Foundation to trial the latter's DIY Evaluation Toolkit for Schools published in January 2013; they will help us measure the impact on students' learning in a more sophisticated way than we have ever been able to evaluate strategies in the past. We will be sponsored by the EEF to critique their DIY Evaluation Toolkit. We will be able to use the EEF DIY Evaluation Toolkit for future evaluations and the EEF will be able to promote their DIY Evaluation Toolkit as having been authentically trialled.
- In order to judge the impact of the **celebration development action point** we will establish a summer 2013 baseline of how staff and students feel their efforts and achievements are celebrated. We will then conduct interviews with the same individuals over the 3-year time period. A baseline of year group effort grade averages will be taken for summer 2013 and used as a statistical tool to measure success over the 3-year time period.
- In order to judge the impact of the **targeted leadership action point** the end of the academic year 2012-13 attainment of the students will be used as a baseline. We will also gather qualitative student voice data and track the progress of the selected students through Year 9 and Year 11 options and their Further Education careers.

**Short-term, March 2014:**
- Qualitative feedback from students and staff via focus groups interviews and feedback questionnaires (improvement in baseline established in summer 2013).
- Feedback on ParentView, responding specifically to questions 1 (My child is happy at this school) and 3 (My child makes good progress at this school) with an increase of 5% (baseline figure of 1: 74% 3: 64% March 2013).
- Some improvement in the average effort grade awarded compared to summer 2013 baseline data.
- Some increase in the average Year 6 to 9 levels of progress reflected in our in-year data analysis with 2012-13 as a baseline.
- Sig + for attainment and progress in the annual RAISEonline for some of the main indicators (see 2012 RAISEonline for baseline);
- Sig + for attainment and progress in the annual LAT for some of the main indicators (see 2012 LAT for baseline).

**Medium Term, October 2014:**
- Qualitative feedback from students and staff via focus groups interviews and feedback questionnaires to gauge stakeholder attitudes (improvement on results in March 2014).
- Feedback on ParentView, responding specifically to questions one and three with an increase of 10% (baseline figure of 1: 74% 3: 64% March 2013).
- Good level of improvement in the average effort grade awarded compared to summer 2013 baseline data.
- Good increase in the average Year 6 to 9 levels of progress 2013-2014 with 2012 as a baseline.
- Sig + for attainment and progress in the annual RAISEonline for the vast majority of indicators;
- Sig + for attainment and progress in the annual LAT for the vast majority of indicators.

**Long Term, October 2015:**
- Feedback on ParentView, responding specifically to questions one and three with an increase of 15% (baseline figure of 1: 74% 3: 64% March 2013).
- Qualitative feedback from students and staff via focus groups interviews and feedback questionnaires to gauge stakeholder attitudes (significant improvement on baseline generated summer 2013).

| DEVELOPMENT STRAND DS2: How we will develop a Growth Mind-set throughout the school. |
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| • High level of improvement in the average effort grade awarded compared to summer 2013 baseline data. <br> • Significant increase in average Year 6 to 9 levels of progress 2014-2015 with 2012 as a baseline. <br> • Universally Sig + for attainment and progress in the annual RAISEonline; <br> • Universally Sig + for attainment and progress in the annual LAT. |
| **Evaluation arrangements:** |
| • September SLT meeting to evaluate impact across the school using a range of evidence sources. <br> • November Governors' Meeting to present evaluation outcomes. |

*Respect: Honesty: Kindness*

| ADDITIONAL DEVELOPMENTS 2013-14 | | | | |
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| **Additional Developments** | **Person(s) responsible** | **Resources and costs** | **Monitoring Process** | **Notes on Progress** |
| **AD1:** *In the light of significant changes to the Funding system for School Sixth Forms, continue to foster Post-16 partnerships with city-wide Sixth Form providers.* | John Tomsett (Headteacher) and Ian Price (Director of Sixth Form) | A great deal of time and commitment | School Leadership Team (SLT); strategic meetings, using: Regular budget up-dates through weekly HT/FM meetings; Full Governors' meetings. | |
| **AD2:** *Ensure that we support Subject Leaders as the DfE roll out a challenging programme of curriculum change.* | Abigail Brierley (Deputy Headteacher) John Tomsett (Headteacher) | A great deal of time and commitment over the next 18 months An extra Training Day | School Leadership Team (SLT); strategic meetings, using feedback from JMT and AVB. Full Governors' meetings. | |
| **AD3:** *Work with the LA to ensure two things: firstly, that we maintain our existing building so that it is as fit for purpose as we can make it; secondly, that we plan the most cost effective new-build which will, one way or another, replace the ailing science block at the front of school.* | Jonathan Meehan (Finance Manager) Jeff Poole (Premises Manager) John Tomsett (Headteacher) Chris Hearn (Governor, Chair of Buildings and Grounds Committee | Up to £400K depending upon how much the LA can afford to support our plans. | School Leadership Team (SLT); strategic meetings, using: Regular budget up-dates through weekly HT/FM meetings; Governors' Buildings and Grounds Committee Meetings. | |

| ADDITIONAL DEVELOPMENTS 2013-14 | | | | |
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| **AD4:** *Target Pupil Premium Spending to narrow the disadvantage gap by addressing inequalities and raising the attainment of those students in low-income (FSM) families and those CLA.* | John Tomsett (Headteacher)<br><br>Terry Cartmail (Deputy Headteacher) | The PP is £176K in 2013-14. | School Leadership Team (SLT); strategic meetings, using:<br><br>Student Progress SLT meetings;<br><br>Regular budget up-dates through weekly HT/FM meetings;<br><br>Governors' Finance Committee meetings. | |

**Success Criteria:**
**AD1:** To establish for September 2014 a way to deliver Post 16 Provision which offers the current breadth of choice for our students as a minimum, whilst maintaining excellent student outcomes, and securing value for money.
**AD2:** To be ready to deliver the new National Curriculum, GCSEs and A levels within the final timeframe set by the DfE.
**AD3:** By the end of the 2013-14 financial year to have established a clear "Patch and Plan" programme through to 2019.
**AD4:** Year-on-year closure of the gap in attainment between FSM and non-FSM students, using summer examination results 2011 gap of 33% as the baseline: 2012 gap shrunk by 4% to 29%.

**Evaluation arrangements:**
**AD1:** On-going reports at SLT & Full Governors.
**AD2:** On-going reports at SLT & Governors' Teaching & Learning Committee.
**AD3:** Reports to SLT and Governors' Buildings and Grounds Committee.
**AD4:** Student Progress SLT meetings, SIP visits, annual analysis of examination performance and Governors' Student Performance Committee.

| 2014 Examination Targets | Target | Outcome |
|---|---|---|
| Average capped GCSE points score per student (best 8 GCSE only, including En & Ma) | 350+ | |
| Average total GCSE points score per student | 500+ | |
| % of students attaining 5 A*-C GCSE grades including En and Ma | 75 | |
| % of students attaining 5 A*-C GCSE grades | 90 | |
| % of students attaining 5 A*-G GCSE grades | 100 | |
| % of students at the end of KS4 achieving the English Baccalaureate | 35 | |
| Average capped GCSE points score per FSM student (best 8 GCSE only, including En & Ma) | 300+ | |
| Average total GCSE points score per FSM student | 360+ | |
| % of FSM students attaining 5 A*-C GCSE grades including En and Ma | 65+ | |
| % of FSM students attaining 5 A*-C GCSE grades | 80+ | |
| % of FSM students attaining 5 A*-G GCSE grades | 100 | |
| % of FSM students at the end of KS4 achieving the English Baccalaureate | 30+ | |
| % of students attaining A*-C in two Science EBacc GCSE courses | 70+ | |
| % of students attaining A*-C in one MFL GCSE | 55+ | |
| % of students attaining A*-C in one of the EBacc Humanities GCSEs | 75+ | |
| % of students attaining at least one entry level qualification | 100 | |
| % of students attaining A*-C grade in English GCSE | 80+ | |
| % of students making 3 levels of progress in English KS2-4 | 85+ | |
| % of students making 4 levels of progress in English KS2-4 | 45+ | |
| % of students attaining A*-C grade in mathematics GCSE | 80+ | |
| % of students making 3 levels of progress in mathematics KS2-4 | 85+ | |
| % of students making 4 levels of progress in mathematics KS2-4 | 45+ | |
| KS2 to KS4 VA score | 1010+ and Sig + | |
| Average UCAS points score per entry at A level | 90+ | |
| Average total UCAS points score per student at A level | 390+ | |
| Average LAT points score per entry at A level | 225 and Sig + | |
| Average total LAT points score per student at A level | 925 and Sig + | |
| % of students attaining two or more facilitating subjects at A level | 50%+ | |