



AN 'OUTSTANDING' SPECIALIST PERFORMING ARTS COLLEGE  
Ofsted 2009

## LANGTREE SCHOOL IMPROVEMENT PLAN 2014 - 2015

### 'Putting *Outstanding* Learning First'

#### **Introduction**

This plan emerges from the priorities identified following our review of the 2013-15 School Improvement Plan (SIP), as well as the outcomes from our self-evaluation during 2013-14 detailed in our 2013 Self Evaluation Form (SEF). Consequently, the introduction to each section of our SIP is the conclusion from the respective section of the SEF, which summarises priorities for future development. In this way, the relationship between self-evaluation and strategic planning is transparent, coherent and direct: our self-evaluation informs our strategic planning at every level and at every stage.

The SIP for 2014-15 has been designed to reflect the structure of the Ofsted framework, and therefore the key areas will address developments in: Achievement and Standards, Teaching and Learning, Leadership and Management and Behaviour and Safety. This now mirrors the exact same structure of the SEF, so that the conclusions from evaluation can be translated directly into priorities for future planning. We have also retained the standard section on Capital Developments, which details our priorities for developing the school site as a resource to best support the highest possible quality of teaching and learning.

It is my sincere intention that this overall plan will inform our thinking and planning in every meeting and action taken during the course of the year: it must be a working document which can serve as a compass to us all in everything that we do. We know where we are at present, and we now share a view of where we want to be. The School Improvement Plan will provide the means to get us there.

Rick Holroyd, June 2014.

The summary of proposed objectives for 2014 – 15 is as follows:

### 1. Achievement and Standards

*To establish and maintain a relentless focus on progress and achievement for all groups of students in order to ensure that every individual is supported to achieve challenging targets.*

- 1.1. To devise and implement effective strategies to ensure that all students from socially disadvantaged backgrounds eligible for the Pupil Premium are making expected rates of progress across the school and that they are achieving in line with their peers. **(Ofsted Key Point for Action).**
- 1.2. To devise and implement effective strategies to ensure that all students at KS4 are making expected rates of progress in order to meet or exceed the published school target of 71% for 5+A\*-C EM and for 98% 5+ AG, and that less able students are making progress and achieving in line with their peers. **(Ofsted Key Point for Action).**

### 2. Teaching and Learning

*To embed and to sustain outstanding pedagogy in all our classrooms and to be outstanding in all we do, in order to meet the needs of all learners at to maintain high standards of achievement and academic progress.*

- 2.1. To increase the proportion of outstanding teaching across the school in order to ensure that all students achieve in line with challenging targets, especially the low ability students **(Ofsted Key Point for Action).**
- 2.2. To produce a revised policy for Teaching and Learning in order to improve the impact of lesson observations and to increase the number of teachers leading staff training and sharing of best practice.

### 3. Leadership and Management

*To establish the capacity for the highest quality of leadership and management amongst all senior staff, team leaders, post holders and governors throughout the school, in order to support effective line management, self-evaluation and to provide the outstanding leadership needed to achieve the objectives in the School Improvement Plan.*

- 3.1. To negotiate and allocate whole school responsibilities for all UPS 3 teachers in line with the revised Pay Policy of 2013. **(RH)**
- 3.2. To introduce and implement the Blue Sky on-line software in order to improve the leadership and management of the Performance Management process. **(JH)**

- 3.3. To devise an effective and robust methodology and procedure for assessment at KS3, which takes account of the removal of assessment by levels and which supports effective target setting in preparation for the introduction of Progress 8 and Attainment 8 measures. **(JD)**.
- 3.4. To manage the smooth and effective transition to a SIMS based solution for reporting and assessment. **(DM)**.
- 3.5. To implement a transition plan to facilitate the smooth introduction of the SEND reforms. **(SW)**.
- 3.6. To review and revise working procedures and practices for the Governing Body in order to move governance from Good to Outstanding.

***Governors are invited to reflect on the implications of the training session on 2<sup>nd</sup> July and identify changes in working practices which can be set as key priorities for this section of the SIP. Consideration of the precise actions Governors wish to take will be an agenda item at the first FGB meeting on 16<sup>th</sup> October 2014.***

***Possible actions (from our review of the NGA paper) might include:***

- ***Completing a skills audit for the FGB***
- ***Reviewing the training needs of all governors***
- ***Reviewing the induction training for all new governors***
- ***Revising the format of our agendas***
- ***Learning from the most effective models of governance both locally and nationally***
- ***Ensuring that the monitoring and review of the SIP is at the heart of governance***
- ***Improving the skills of ALL governors with regard to data analysis***
- ***Reviewing the arrangements for the PM of the HT***
- ***Improving succession planning***
- ***Improving our cycle of policy review***

#### **4. Behaviour, Attendance and Safety**

*To ensure that all students are engaged with learning at all times, attending appropriate courses and are happy, safe and positive in the contributions they make to their school and local communities.*

- 4.1. To fully implement The Langtree Challenge, in order to promote and encourage positive commitment towards the school and the community.
- 4.2. To further improve attendance to at least 95% or better and to reduce the rate of persistent absenteeism amongst a small proportion of students. **(DM)**.

4.3. To produce an Action Plan in response to the Health & Safety Inspection in June 2014, in order to ensure that all issues are addressed within the specified time scales. **(RH)**.

4.4. To produce an Action Plan in response to the Capital Risk Assessment of 2014, in order to ensure that all issues are addressed within the specified time scales. **(DC)**.

## **5. Capital Developments:**

*To maximise the funding streams available to the school in order to provide facilities at Langtree which will offer our students the very best opportunities for learning in the twenty first century and support our ambition to be outstanding in all we do.*

5.1. To complete the build of an all-weather five-a-side astro turf pitch at Langtree within budget for opening in June 2014.

5.2. To submit a successful bid to the Academies Capital Maintenance Fund (ACMF) for funding to build a purpose built Drama and Dance Studio for opening in September 2015.

5.3. To produce costed plans for all other identified capital priorities, in order to allow Governors to agree priorities from capital funding in 2013-14.

## SCHOOL IMPROVEMENT PLAN : JARGON BUSTER

Wherever possible, the convention has been applied of glossing any acronyms in full whenever they are first used. Thereafter, the plan cites the acronym only. However, the following glossary has also been provided:

<b>CPD</b>	: Continuing Professional Development
<b>DfE</b>	: Department for Education
<b>EBacc</b>	: The English Baccalaureate (5 GCSEs including: En, Ma, Science, History or Geography, MFL)
<b>FGB</b>	: Full Governing Body
<b>G&amp;T</b>	: Gifted and Talented students
<b>GTP</b>	: Graduate Teacher Programme
<b>HLTA</b>	: Higher Level Teaching Assistant
<b>HoS</b>	: Heads of School (KS3 and KS4)
<b>ICT</b>	: Information and Communications Technology
<b>INSET</b>	: In service training
<b>KS3</b>	: Key Stage 3 (ages 11-14)
<b>KS4</b>	: Key Stage 4 (ages 14-16)
<b>LSA</b>	: Langtree School Association
<b>MFL</b>	: Modern Foreign Languages
<b>NQT</b>	: Newly Qualified Teacher
<b>PiXCEL</b>	: Partners in Excellence
<b>PL</b>	: Personalised Learning
<b>PM</b>	: Performance Management
<b>PP</b>	: Pupil Premium 'Ever 6' Students
<b>RSCs</b>	: Realsmart Champions
<b>SEF</b>	: Self Evaluation Form (Ofsted)
<b>SENCO</b>	: Special Educational Needs co-ordinator
<b>SC</b>	: Student Council
<b>SLs</b>	: Subject Leaders
<b>SLT</b>	: Senior Leadership Team
<b>SIP</b>	: School Improvement Plan
<b>SPS</b>	: Senior Pastoral Staff
<b>TA</b>	: Teaching Assistant
<b>T&amp;L</b>	: Teaching and Learning
<b>TLs</b>	: Team Leaders
<b>TLF</b>	: Team Leaders' Forum
<b>TLRs</b>	: Teaching and Learning Responsibility payments.
<b>VLE</b>	: Virtual Learning Environment (Realsmart)

## Target 1 : Achievement and Standards

### School Targets 2015:

Achievement Measure	FFT D estimate	2015 target
% 5+ A*- C GCSE or equivalents, <i>including English &amp; Mathematics at GCSE</i>	71%	71%
% 5+ A*- G GCSE or equivalents	98%	98%
% pupils making expected level progress in English KS2-4	76%	76%
% pupils making expected level progress in Mathematics KS2-4	75%	75%
Average Capped Points Score	354	354

## Target 1 : Achievement and Standards

*To embed and to sustain outstanding pedagogy in all our classrooms, in order to meet the needs of all learners and to maintain high standards of achievement and academic progress for all groups of students in the school..*

### Our SEF said...

<p><b>1.d. Issues for future development</b></p> <p>In light of the GCSE outcomes for 2011 and 2012, the key priorities for raising attainment in line with whole school targets for 2013 and 2014 (<b>Appendix 4</b>) are:</p> <ul style="list-style-type: none"> <li>• Narrowing the gap between the attainment of girls and boys (<b>SIP 2012-13 Target 1.1 and KS4 Action Plan</b>).</li> <li>• Improving attainment for middle ability boys.</li> <li>• Improving outcomes in English to bring these in line with other core subjects (<b>SIP 2012-13 Target 1.1 and KS4 Action Plan</b>).</li> <li>• Improving the monitoring of progress and attainment for our ‘narrowing the gap’ students in <b>all</b> subject areas across the school, especially in the cases of FSM students.</li> <li>• Improving the take up and attainment of CLA/FSM students in the EBacc.</li> <li>• Improving the attainment of low ability CLA/FSM students in the EBacc (<b>Appendix 6 : Raiseonline Summary</b>).</li> <li>• Implement SISRA in order to further extend the impact of data driven analysis and intervention in the school.</li> </ul>
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### So our SIP says...

NUMBER	OBJECTIVE				
1.1	To devise and implement effective strategies to ensure that all students from socially disadvantaged backgrounds eligible for the Pupil Premium are making expected rates of progress and achieving in line with their peers.				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
1.1.a	To appoint a member of the existing SLT as strategic lead for the progress of Pupil Premium students	RH	07.14	nil	<ul style="list-style-type: none"> <li>• Appointment made, with revised JD in place.</li> <li>• At least three visits to be made to other schools with outstanding progress for PP students in order to learn from best practice nationally.</li> </ul>
1.1.b.	To create dedicated administrative support time for the	RH	07.14	£ 8 000	<ul style="list-style-type: none"> <li>• Appointment made with revised JD in place.</li> </ul>

	SLT strategic lead on Pupil Premium.				<ul style="list-style-type: none"> <li>• Ever6 list reviewed and updated on a termly basis.</li> <li>• All PP students coded on SIMS and all class registers.</li> <li>• Termly analysis of interim assessment data completed with report to SLT strategic lead and Governors on PP student progress.</li> <li>• Predictions of all PP students in all years to be produced and revised on a termly basis, with report to SLT strategic lead and to governors.</li> </ul>
1.1.c.	All Team Leaders to write a strategic target in the DIP detailing actions at department level to support Target 1 of the SIP.	TLs	09.14	nil	<ul style="list-style-type: none"> <li>• All DIPs produced and scrutinised by SLT Line Managers at first line management meeting of 2014/15.</li> <li>• Objectives regarding progress of PP students to be a standing item at each line management meeting.</li> </ul>
1.1.d	To provide enhanced intervention staffing in English and Mathematics to ensure that all PP students have the necessary support to make expected rates of progress.	JH MV	09.14	£24 000	<ul style="list-style-type: none"> <li>• Intervention staff appointed.</li> <li>• Intervention programmes in place for all students requiring additional support in English and Mathematics.</li> <li>• Interim assessment data indicates at least 70% of PP students will secure 5+EM in 2015.</li> </ul>
1.1.e	To appoint mentors for all PP students from existing UPS3 staff.	SLT	07.14	nil	<ul style="list-style-type: none"> <li>• Mentor team appointed.</li> <li>• Individual interviews completed in Term 1.</li> <li>• Mentor meetings timetabled on a fortnightly basis to review progress and obstacles to learning.</li> </ul>
1.1.f	To review TA provision to ensure that identified PP / SEN students receive TA support where appropriate.	DM SW	10.14	nil	<ul style="list-style-type: none"> <li>• Review completed.</li> <li>• All identified PP students have at least one lesson of TA support in core subjects each week.</li> </ul>
1.1.g	To review the PP budget on an annual basis in order to ensure that all actions above are prioritised in annual budget plan.	RH DC	ongoing	nil	<ul style="list-style-type: none"> <li>• Budget reviewed with PP funding ring-fenced to support activities above.</li> <li>• Allocation of funding for trips and visits to be linked to AtL and Progress grades from Interim Assessments.</li> </ul>
1.1.h	To plan a termly book trawl to monitor standards of work and progress, with a particular focus on the PP students.	SLT	ongoing	nil	<ul style="list-style-type: none"> <li>• Programme of ExSLT Book Trawls agreed and published to TLF.</li> <li>• First book trawl to focus on PP students exclusively.</li> <li>• All staff to adopt whole school practice of prioritising the marking of PP students' work</li> </ul>

NUMBER	OBJECTIVE				
1.2	To devise and implement effective strategies to ensure that all students at KS4 are making expected rates of progress in order to meet or exceed the published school target of 71% for 5+A*-C EM and for 98% 5+ AG, and that students from socially disadvantaged backgrounds are making progress and achieving in line with their peers.				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
1.2.a.	To identify a target group of students on the 5EM, including Y11 Ever6 students, threshold for rigorous intervention and monitoring.	JD TLs	09.14	nil	<ul style="list-style-type: none"> <li>Target group agreed and presented to staff in September INSET programme</li> </ul>
1.2.b.	To agree a team of mentors to work with the identified students on a weekly basis, their parents and teaching staff from Week 1 onwards.	SLT TLs	09.12	nil	<ul style="list-style-type: none"> <li>Mentors appointed and meetings with students underway in Term 1 of 2014-15</li> <li>Intervention students on target to secure target grades in 5+EM GCSEs or 3 levels of progress from interim assessment data.</li> <li>Target grades achieved in 2015.</li> <li>School meets FFT D target of 71% in 2015.</li> </ul>
1.2.c.	To provide intervention staffing in English and Mathematics to ensure that identified students failing to make anticipated rates of progress towards a grade C have the necessary support to make expected rates of progress.	JH MV SW	09.13	£24 000 (see 1.1.d. above)	<ul style="list-style-type: none"> <li>Appointments made and intervention groups underway.</li> <li>Identified Students making expected rates of progress in interim assessments.</li> <li>School meets FFT D target of 71% 5EM in 2014.</li> </ul>
1.2.d.	To plan and undertake a thorough review of curriculum provision, progress and achievement of students at KS3.				<ul style="list-style-type: none"> <li>Identify barriers to progress at KS3</li> <li>Implementing whole school strategies to improve progress at KS3</li> <li>Identifying individual students whose progress has stalled and providing appropriate interventions to impact on future progress</li> <li>Appropriate, revised KS3 curriculum model in place for September 2015.</li> </ul>

## Target 2: Teaching and Learning:

*To embed and to sustain outstanding pedagogy in all our classrooms and to be outstanding in all we do, in order to meet the needs of all learners at to maintain high standards of achievement and academic progress.*

### Our SEF said...

2.d. Issues for future development
<ul style="list-style-type: none"> <li>Maintain the highest standards of outstanding teaching and further increase the proportion of consistently outstanding practitioners.</li> <li>Through the Peer Coaching programme, ensure that outstanding teaching is modelled to all colleagues so that we continue to learn and develop from the very best practice in the school (<b>SIP 2012-13 Target 1.2</b>).</li> <li>Through rigorous application of the revised Performance Management process, to improve teaching still further so that teaching which is deemed to be only satisfactory is improved to at least good.</li> <li>There is a need to consolidate the use of the new VLE and embed the effective practice of the VLE 'Champions in the working group' across all staff and departments in the school, along with the developments from all cross curricular working parties.</li> <li>There is a need to ensure that all students at KS4 are encouraged to make full use of GCSE pod.</li> <li>Evaluate the impact of Senteo and develop this for use in every subject area.</li> <li>Develop the use of Pupil Panels to all departments as part of the self-assessment of teaching and learning.</li> </ul>

### So our SIP says...

NUMBER	OBJECTIVE				
2.1	<b>To increase the proportion of outstanding teaching across the school in order to ensure that all students achieve in line with challenging targets, especially the low ability students (<i>Ofsted Key Point for Action</i>).</b>				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
2.1.a	To review and revise the Coaching model in the school and establish a group of coaches drawn from our outstanding practitioners, who will coach and mentor colleagues with an identified focus on developing an aspect of classroom practice.	JH HC RH	09.14	nil	<ul style="list-style-type: none"> <li>Review of Coaching model completed through staff consultation</li> <li>Coaches appointed as part of the allocation of UPS3 responsibilities</li> </ul>

2.1.b	To provide feedback to staff on the lesson observation outcomes from 2013-14, and to identify and agree key elements of outstanding practice to be published in a revised version of the 'Langtree Lesson Protocol'.	RH JH HC	10.14		<ul style="list-style-type: none"> <li>Feedback session delivered as part of the September staff INSET programme</li> <li>Publication of the revised Langtree Lesson Protocol based on outstanding teaching and learning, including the post observation development</li> <li>All staff have a clear and consistent picture of outstanding teaching and learning at Langtree</li> </ul>
2.1.c	To plan and complete Round 9 of the Headteacher's lesson observation schedule with a focus on aspects of outstanding teaching and learning.	SLT	ongoing	nil	<ul style="list-style-type: none"> <li>Lesson observation published to all staff</li> <li>All lesson observations completed by the agreed deadlines</li> <li>All staff following the revised Langtree Lesson Protocol</li> <li>At least 95% of all observed lessons rated as Good or better</li> </ul>
2.1.d	To devise and agree a process for developing the impact of lesson observations to ensure that any aspects of teaching judged to be less than Good are addressed and improved.	SLT TLs	10.13	nil	<ul style="list-style-type: none"> <li>Process agreed and presented to staff in September INSET day.</li> <li>Review and update the existing Lesson Observation pro forma</li> <li>Conduct joint observations with Middle Leaders in order to ensure consistency of standards</li> <li>Implement post observation action plans following every lesson observation</li> <li>All such lessons revisited to be judged Good or better.</li> </ul>
2.1.e.	To implement a CPD programme which facilitates the sharing of best practice.	JH HC	09.14		<ul style="list-style-type: none"> <li>Establish a programme of Teach Meets on the school calendar</li> <li>Expand the participation of teaching staff involved in Thursday T&amp;L briefings</li> <li>All teaching staff make a contribution to either the Thursday morning briefing or the published Teach Meets</li> <li>All teaching staff to visit another school in order to reflect on an identified aspect of teaching and learning</li> </ul>

### Target 3 : Leadership and Management

*To establish the capacity for the highest quality of leadership and management amongst all senior staff, team leaders, post holders and governors throughout the school, in order to support effective line management, self-evaluation and to provide the outstanding leadership needed to achieve the objectives in the School Improvement Plan.*

#### Our SEF said...

3.d. Issues for future development
<ul style="list-style-type: none"> <li>• Further coaching of middle leaders is needed to improve the rigorous judgements of the quality of teaching and learning within subject teams.</li> <li>• The SLT needs to develop further capacity to ensure that a rigorous focus on self-evaluation is sustained at all times.</li> <li>• Processes need to be developed to provide governors with further opportunities to gain experience of the operation of the school, and in doing so to take note of the views of students, staff and parents.</li> <li>• There is a need to further develop the involvement of middle and senior leaders with the best practice being developed in external networks and partnerships such as: Leading Edge Schools, the Schools Network and ASCL.</li> </ul>

#### So our SIP says...

NUMBER	OBJECTIVE				
3.1	<b>To negotiate and allocate whole school responsibilities for all UPS 3 teachers in line with revised pay policy.</b>				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
3.1.a.	To interview all UPS3 post holders in order to negotiate whole school responsibilities identified by SLT in light of implementation of the revised Pay Policy.	RH	10.14	nil	<ul style="list-style-type: none"> <li>• Whole school responsibilities agreed and published to all staff, in line with the priorities set in the SIP</li> <li>• Responsibilities recorded in PM planning documents for all UPS3 teaching staff</li> <li>• Responsibilities monitored by line managers and reviewed in interim PM review meetings in Term 3</li> </ul>

NUMBER	OBJECTIVE				
3.2	<b>To introduce and implement the Blue Sky on-line software in order to improve the leadership and management of the Performance Management process. (JH)</b>				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
3.2.a.	Blue Sky training delivered to all teaching staff as part of	JH	09.14		<ul style="list-style-type: none"> <li>• Training completed. All staff are able to review PM</li> </ul>

	the INSET programme in September.				targets using Blue Sky.
3.2.b.	Delivery of further training in Term 1 to facilitate objective setting and review for the 2014-15PM cycle.	JH	09.14	nil	<ul style="list-style-type: none"> <li>• Training delivered.</li> <li>• Objectives and reviews completed for the 2013-14 and 2014-15 cycles.</li> </ul>
3.2.c.	Blue Sky training extended to all Teaching Assistants as part of the October training day.	WO	10.14	£	<ul style="list-style-type: none"> <li>• TA self-assessment – against Teaching Assistant Standards.</li> <li>• TAs set PM objectives using Blue Sky software.</li> </ul>

NUMBER	OBJECTIVE				
<b>3.3</b>	<b>To devise an effective and robust methodology and procedure for assessment at KS3 taking account of the removal of assessment by levels, in order to facilitate effective target setting in preparation for the introduction of Progress 8 and Attainment 8 measures. (JD)</b>				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
3.3.a.	Consult school leaders across secondary partnership through Implementation Group to review plans for 2015.	JD	09.14	nil	<ul style="list-style-type: none"> <li>• Outcomes from consultation reported back to SLT</li> <li>• Proposals for future models presented to TLF for consultation with Subject Teams.</li> </ul>
3.3.b.	To seek advice and consultancy from ASCL on the national thinking and models of best practice for 2015.	JD	10.14	nil	<ul style="list-style-type: none"> <li>• Outcomes from discussions with ASCL reported back to SLT and TLF in order to further refine the Langtree model.</li> </ul>
3.3.c.	To explore an alternative model during the CPD school visit in 2014-15.	JD	ongoing	nil	<ul style="list-style-type: none"> <li>• School visit completed. Langtree model reviewed in light of experience gained during the school visit.</li> </ul>
3.3.d.	Produce, in consultation with Team Leaders, a model for KS3 assessment from 2015 onwards.	JD	ongoing	nil	<ul style="list-style-type: none"> <li>• Model presented and agreed with TLF.</li> <li>• Parents informed of revised assessment model for 2015-16 in term 6.</li> </ul>

NUMBER	OBJECTIVE				
<b>3.4</b>	<b>To manage the smooth and effective transition to a SIMS based solution for reporting and assessment. (DM)</b>				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
3.4.a.	To research Sims reporting options and cost/employ independent Sims consultant to put structures in place	DM	05.14	£3 000	<ul style="list-style-type: none"> <li>• Process of transition agreed/costing agreed</li> </ul>
3.4.b.	To plan and begin putting in place reporting structure in Sims to imitate whole school reporting format established 2013-14	DM/JD	05.14-09.14	£30 PH £1800- £3000 total	<ul style="list-style-type: none"> <li>• Sims structures in place July-Sept 2014</li> </ul>
3.4.c.	To research Discover and In Touch to support reporting delivery within Sims	DM/JD	09.14 on-going 2015	£2900	<ul style="list-style-type: none"> <li>• Discover and/or In Touch in place</li> </ul>

	Train all staff in Sims reporting process  Train all staff Discover / In Touch	DM/JD  DM/JD/U H/CM	10.14 on-going		<ul style="list-style-type: none"> <li>• Sims reporting structure in place 2014-15- hard copy distribution</li> <li>• Sims reporting structure in place 2014-15</li> <li>• Digital distribution and assessment analysis (In Touch)</li> </ul>
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NUMBER	OBJECTIVE				
<b>3.5</b>	<b>To implement a transition plan to facilitate the smooth introduction of the SEND reforms. (SW).</b>				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
3.5.a.	Present headlines of SEND Reform to all staff	SWo	1.9.14		Whole school staff awareness of SEND Reform
3.5.b.	To ensure that key documentation is reviewed/in place in line with the New Code of Practice	SWo			Revised SEN Register (T1) SEN Information Report (T1) Report to Governors (T2) SEN Policy – reviewed (T3) Accessibility and Equality Policy – reviewed (T4)
3.5.c.	To ensure effective deployment of TAs for SEN support and pupils with Statements/EHC Plans	SWo/DM	07.15		Completed schedule of observations ‘monitoring additional support’
3.5.d.	Structure to support ‘inclusive quality teaching’ to ensure that SEN pupil are making expected rates of progress.	SMT HOD SWo	07.15		Twilight training sessions on SEN to be offered to staff (SWo/CL) All formal lesson observations to recognise effective, or ineffective use of Pupil Profile strategies (SMT/HOD) Observational/support schedule monitoring Pupil Profiles (SWo/CL) Strategy Booklet to support pupils on the Inclusion List (SWo/CL)
3.5.e.	To organise and run both parent and pupil forums.	SWo			Attendance at forums
3.5.f.	Smooth transition from Statements to Education, Health and Care Plans in line with statutory regulations.	SWo	04.18		The Transition Plan from County guidelines have been followed

NUMBER	OBJECTIVE				
3.6	To review and revise the working practices for the Governing Body in order to move Governance from good to outstanding.				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
3.6.a.	To arrange and deliver governor training on the Ofsted expectations of governors.	TS	07.14	£250	<ul style="list-style-type: none"> <li>• Training completed</li> <li>• Governors agree action plan arising from the training</li> </ul>
3.6.b.	To complete a governor self-evaluation exercise in order to review and revise working practices in the light of the Ofsted training in 2013-14.	RP	10.14	nil	<ul style="list-style-type: none"> <li>• Self-evaluation exercise completed.</li> <li>• Report presented and actions agreed at the Term 2 FGB in October 2014.</li> <li>• Additional training provided as necessary.</li> </ul>
3.6.c.	Convene a Governors' Working Group to lead on the revision of working practices in the light of the self-evaluation report.	FGB	10.14	nil	<ul style="list-style-type: none"> <li>• Working party convened with recommendations regarding changes in working practices to FGB by 01.14 and 05.14</li> </ul>
3.6.d.	Mock inspection planned for all members of the FGB.	TS	07.15	£250	<ul style="list-style-type: none"> <li>• Mock inspection completed with Governance rated as outstanding.</li> </ul>

#### Target 4: Behaviour, Attendance and Safety:

*To ensure that all students are engaged with learning at all times, attending appropriate courses and are happy, safe and positive in the contributions they make to their school and local communities.*

#### Our SEF said...

4.d. Issues for future development
<ul style="list-style-type: none"> <li>• There is a need to impact further upon the very small and disproportionate number of students who do engage in low level disruption and who account for the majority of on call incidents, in order to improve the perception of all students with regard to behaviour.</li> <li>• There is a need to further improve attendance of a small but disproportionate group of persistent absentees and especially for FSM students, in light of the overall improvements secured in the last three years (<b>Appendix 6 : Raiseonline Summary</b>).</li> <li>• There is a need to reduce the proportion of fixed term exclusions in line with national figures.</li> <li>• Ensure that all staff are fully trained in the Restorative Justice strategies, in order to impact further on incidents of low-level disruption and bullying.</li> </ul>

#### So our SIP says...

NUMBER	OBJECTIVE				
4.1.	<b>To fully implement The Langtree Challenge, in order to promote and encourage positive commitment towards the school and the community.</b>				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
4.1.a.	To plan a formal launch of The Langtree Challenge, with representatives of business sponsors in attendance.	SLT SPS	10.14	Nil.	<ul style="list-style-type: none"> <li>The Challenge is launched to all students and parents.</li> <li>Presentations completed in staff meetings and assemblies.</li> <li>Parents informed via letter, email and website.</li> </ul>
4.1.b.	To ensure that all students are engaged with The Langtree Challenge through participation with the sponsored walk and other appropriate activities.	SPS SLT	ongoing	Nil	<ul style="list-style-type: none"> <li>At least 60% of students secure Bronze award in 2014-15.</li> <li>At least 20% of students achieve Silver award in 2014-15.</li> <li>At least 10% of students achieve Gold award in 2015.</li> </ul>

NUMBER	OBJECTIVE				
4.2.	<b>To further improve attendance to at least 95% or better and to reduce the rate of persistent absenteeism amongst a small proportion of students.</b>				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
4.2.a.	To monitor attendance on a weekly and termly basis and to initiate appropriate interventions when attendance falls below 95%.	Tutors SPS	Ongoing	nil	<ul style="list-style-type: none"> <li>Attendance is maintained at 95% or better during the year.</li> </ul>
4.2.b.	To devise and implement appropriate courses of study for students unable to attend school and in danger of becoming persistent absentees.	ExSLT SPS	Ongoing	£1000	<ul style="list-style-type: none"> <li>Attendance is maintained at 95% or better during the year.</li> </ul>
4.2.c.	To review the current model of the Attendance Lotto in order to keep the issue of attendance at the forefront of students' awareness and to celebrate 100% attendance.	DM DH	Ongoing	£400	<ul style="list-style-type: none"> <li>Most improved attendance included in Lotto</li> <li>Outcomes communicated to whole school community and published on Twitter</li> <li>Attendance is maintained at 95% or better during the year.</li> <li>Proportion of 100% attendees increases to xxx%</li> </ul>

## Target 5: Capital Developments

*To maximise the funding streams available to the school in order to provide facilities at Langtree which will offer our students the very best opportunities for learning in the twenty first century and support our ambition to be outstanding in all we do.*

<b>5.1 To complete the build of an all-weather five-a-side astro turf pitch at Langtree within budget for opening in September 2015.</b>					
<b>NUMBER</b>	<b>ACTION</b>	<b>WHO</b>	<b>WHEN</b>	<b>COST</b>	<b>COMPLETION CRITERIA</b>
5.1.a.	To secure planning consent for the project from SODC	TB RH DC	07.14	£3 300	<ul style="list-style-type: none"> <li>• Planning consent agreed.</li> </ul>
5.1.b.	To prepare a business plan in order to support the match funding for the project in the form of an operational lease	RH DC	12.14	nil	<ul style="list-style-type: none"> <li>• Business plan completed and agreed by Governors at FGPC in the September meeting.</li> <li>• Operational lease for match funding agreed by FGB.</li> </ul>
5.1.c.	To appoint contractors to carry out the works, in line with procurement requirements in the Academies Financial Handbook.	FGPC	12.14	nil	<ul style="list-style-type: none"> <li>• Contractors appointed.</li> </ul>
5.1.d.	To prepare a strategic plan to ensure that the project is delivered on time and within budget ahead of formal opening in September 2015.	TB RH DC	01.15	nil	<ul style="list-style-type: none"> <li>• Plan completed and agreed with Governors at FGPC in January 2015.</li> </ul>

<b>5.2 To produce costed plans for all other identified capital priorities, in order to allow Governors to agree priorities from capital funding in 2013-14.</b>					
<b>NUMBER</b>	<b>ACTION</b>	<b>WHO</b>	<b>WHEN</b>	<b>COST</b>	<b>COMPLETION CRITERIA</b>
5.2.a.	To produce a costed plan for the creation of a purpose built Drama / Dance studio for Langtree School.	DC RH	12.14	Nil	<ul style="list-style-type: none"> <li>• Plan completed for presentation to FGPC in 2014.</li> <li>• Plan submitted in a bid to the EFA for additional capital funding.</li> </ul>
5.2.b.	To convert ICT3 into a flexible teaching space for Science and Mathematics, with the provision of wireless lap top ICT for whole class use.	DC RH	09.14	Nil	<ul style="list-style-type: none"> <li>• Conversion completed.</li> <li>• Laptops installed for use on the wireless network.</li> </ul>
5.2.c.	To produce indicative costings for the remaining capital priorities, namely: <ul style="list-style-type: none"> <li>• the extension to Room 33</li> <li>• the refurbishment of Food Technology</li> <li>• the refurbishment of C5</li> <li>• creation of additional small group seminar room</li> </ul>	DC RH	07.15	Nil	<ul style="list-style-type: none"> <li>• Costings completed for presentation to FGPC in 2014-15.</li> <li>• Priorities identified for inclusion in the SIP od 2015-16.</li> </ul>

	in place of the Study Room <ul style="list-style-type: none"> <li>• extension of the school reception</li> <li>• refurbishment of the staff toilets</li> <li>• the provision of additional classroom space for English</li> <li>• improvements to car parking</li> </ul>				
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NUMBER	OBJECTIVE				
<b>5.3</b>	<b>To ensure that all identified issues on the Health and Safety report for 2014-15 are successfully completed ahead of the 2015 inspection date.</b>				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
5.3.a.	To agree a contract with Strictly Education to provide improved H&S and site maintenance services from 2014 onwards.	DC	09.14	£	<ul style="list-style-type: none"> <li>• Contract agreed.</li> <li>• H&amp;S inspection completed</li> </ul>
5.3.b.	To complete a baseline H&S inspection with Strictly Education.	RH DC IW	12.14		<ul style="list-style-type: none"> <li>• Inspection completed by end of Term 2</li> <li>• Report cross referenced with final OCC report to devise Action Plan</li> </ul>
5.3.c.	Produce an action plan for governors scheduling the process for addressing and resolving all outstanding issues within the twelve month period, and setting priorities for I, M and L term priorities.	DC IW	09.14	nil	<ul style="list-style-type: none"> <li>• Plan presented to governors in Term 3 of 2014-15, to be monitored as a standing item at each FGP Committee meeting with reports back to FGB.</li> <li>• All actions completed within allocated time scales.</li> <li>• Health and Safety inspection for 2015-16 confirms at least a good level of compliance.</li> </ul>