



A LEADING EDGE SCHOOL WITH A SPECIALISM IN THE PERFORMING ARTS

## LANGTREE SCHOOL IMPROVEMENT PLAN 2015 - 2016

### **'Putting *Outstanding* Learning First'**

#### **Introduction**

This plan emerges from the priorities identified following our review of the 2014-15 School Improvement Plan (SIP), as well as the outcomes from our self-evaluation during 2014-15. 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 2015-16 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 2015.

The summary of proposed objectives for 2015 – 16 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 in 2016. **(Ofsted Key Point for Action)**.
- 1.2. To devise and implement effective strategies to ensure that all students at KS4, including the less able and students with SEN, are making expected rates of progress in order to meet or exceed the published school target of 75% for 5+A\*-C EM and for 100% 5+ AG in 2016. **(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 and 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 establish systematic, whole school procedures and strategies in order to improve the identification, monitoring and progress of the most able students across the school.
- 2.3. To develop and implement an effective 'BYOD' policy, which will support the school's mission of 'Putting Learning First'
- 2.4. To improve the quantity, quality and impact of homework at KS3 and KS4 through the implementation of 'Show My Homework' software.

## 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 implement an effective and robust methodology and procedure for target setting, tracking and assessment at KS3 and KS4, 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)**.
- 3.2. To implement a robust and consistent process of self-evaluation of teaching and learning across the school in order to ensure that all staff are held accountable for providing the very highest standards of teaching and learning. **(JH)**.
- 3.3. To investigate the introduction of an effective software package to manage the administration of Parent Consultation Evenings **(DM)**.
- 3.4. To manage a transition to a new structure for network management at Langtree School, in order to ensure that all learners and staff can extend the use and application of ICT hardware and software over a robust and reliable network.
- 3.5. To review and revise working procedures and practices for the Governing Body in order to move governance from Good to Outstanding **(CoG)**.

#### **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 further develop our expertise in managing incidents of bullying and anti-social behaviour through participation in the Action Anti Bullying European Union Programme **(DM)**.
- 4.2. To engage the Student Council in developing a strategic plan for the introduction of a House System for launch in 2016 **(SPS)**.
- 4.3. 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)**.
- 4.4. To create opportunities to celebrate and promote British values in all that we do as a school community.
- 4.5. To produce an Action Plan in response to a Health & Safety Inspection, 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 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. **(DC)**.
- 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. **(DC)**

### 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>BYOD</b>    | : Bring Your Own Device               | <b>PM</b>      | : Performance Management                 |
| <b>CPD</b>     | : Continuing Professional Development | <b>PP</b>      | : Pupil Premium 'Ever 6' Students        |
| <b>DfE</b>     | : Department for Education            | <b>SEF</b>     | : Self Evaluation Form (Ofsted)          |
| <b>EBacc</b>   | : The English Baccalaureate           | <b>SENCO</b>   | : Special Educational Needs co-ordinator |
| <b>FGB</b>     | : Full Governing Body                 | <b>SC</b>      | : Student Council                        |
| <b>G&amp;T</b> | : Gifted and Talented students        | <b>SLs</b>     | : Student Leaders                        |
| <b>HLTA</b>    | : Higher Level Teaching Assistant     | <b>SLT</b>     | : Senior Leadership Team                 |
| <b>INSET</b>   | : In service training                 | <b>SIP</b>     | : School Improvement Plan                |
| <b>KS3</b>     | : Key Stage 3 (ages 11-14)            | <b>SPS</b>     | : Senior Pastoral Staff                  |
| <b>KS4</b>     | : Key Stage 4 (ages 14-16)            | <b>T&amp;L</b> | : Teaching and Learning                  |
| <b>LSA</b>     | : Langtree School Association         | <b>TLs</b>     | : Team Leaders                           |
| <b>MFL</b>     | : Modern Foreign Languages            | <b>TLF</b>     | : Team Leaders' Forum                    |
| <b>NQT</b>     | : Newly Qualified Teacher             |                |  |

## School Attainment Targets 2015

## School Attainment Targets 2016

| Achievement Measure  | FFT D estimate | 2016 target |
|--|----------------|-------------|
| % 5+ A*- C GCSE or equivalents, <i>including English &amp; Mathematics at GCSE</i> | 75%            | 75%         |
| % 5+ A*- G GCSE or equivalents   | 98%            | 100%        |
| % pupils making expected level progress in English KS2-4                           | 81%            | 81%         |
| % pupils making expected level progress in Mathematics KS2-4                       | 78%            | 81%         |
| Average Capped Points Score  | 364            | 364         |
| Attainment 8   | n/a            | 57          |
| Progress 8   | n/a            | 0.6         |
| Basics (E&M @ C+)  | n/a            | 75%         |
| EBacc  | n/a            | 50%         |

**Narrowing the Gap Targets: these targets are based on the FFT D expectations for individual identified pupils or CAT scores for late arrivals without PA Data**

| <b>Vulnerable Groups</b>           | <b>Number in Year 10<br/>Sept 2014</b> |   | <b>Number of Students to attain 5+ A*- C inc E &amp; M<br/>2016</b> |                           |
|------------------------------------|--|---|---|---------------------------|
| <b>Pupil Premium</b>               | <b>13</b>                              | SF, OP, ND, KC, JoP, JeP, JL, IA, IM, HO,<br>DW, CC, AT | <b>6</b>  | JoP, JeP, JL, IA, IM, CC, |
| <b>Looked after Children (LAC)</b> | <b>0</b>                               |   | <b>0</b>  |                           |

| <b>Ethnic Minority Groups:</b>   | <b>Number in Year 10<br/>Sept 2014</b> |                   | <b>Number of Students to attain 5+ A*- C inc E &amp; M<br/>2016</b> |                   |
|----------------------------------|--|-------------------|---|-------------------|
| - Black Caribbean                |  |                   |   |                   |
| - White / Black Caribbean        |  |                   |   |                   |
| - Black African                  |  |                   |   |                   |
| - White / Black African          |  |                   |   |                   |
| -Chinese                         |  |                   |   |                   |
| - White and Asian                | <b>1</b>                               | <b>JM</b>         | <b>1</b>  | <b>JM</b>         |
| - Mixed                          |  |                   |   |                   |
| - White Irish Traveller Heritage |  |                   |   |                   |
| - Any other White Background     | <b>3</b>                               | <b>MO, JR, AM</b> | <b>3</b>  | <b>MO, JR, AM</b> |
| - Any other Black Background     |  |                   |   |                   |
| - Any other Asian Background     | <b>1</b>                               | <b>A-FB</b>       | <b>1</b>  | <b>A-FB</b>       |
| <b>TOTAL</b>                     | <b>5</b>                               |                   | <b>5</b>  |                   |

## 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 self-evaluation said...

- Attainment in terms of 5EM, A\*/A grades, PP outcomes and EBacc has been improving steadily over a three year period.
- However, we know from Raiseonline that there is more to be done to improve the performance of less able students, those with EHC Plans and at SEN Support, and those eligible for the Pupil Premium.
- Although we have had some success in narrowing the gap between boys' and girls' attainment, the differential in performance was marked again in 2015 and we need to ensure that our boys match the excellent outcomes of our female students

### So our SIP says...

| NUMBER | OBJECTIVE  |                 |         |         |  |
|--------|--|-----------------|---------|---------|--|
| 1.1    | <b>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.</b> |                 |         |         |  |
| NUMBER | ACTION   | WHO             | WHEN    | COST    | COMPLETION CRITERIA  |
| 1.1.a  | To create dedicated administrative support time for the SLT strategic lead on Pupil Premium.   | RH              | 07.2015 | £ 8 000 | <ul style="list-style-type: none"> <li>• Appointment made with revised JD in place.</li> <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 and to governors.</li> </ul> |
| 1.1.b  | All Team Leaders to write a strategic target in the DIP detailing actions at department level to support Target 1 of the SIP.  | TLs             | 09.2015 | 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.c  | 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<br>MV<br>SLT | 09.2015 | £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 75% of PP students will secure 5+EM in 2015.</li> </ul>   |

|       |   |          |          |     |   |
|-------|---|----------|----------|-----|---|
| 1.1.d | To appoint mentors for all PP students from existing UPS3 staff.  | SLT      | 09.2015  | 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.e | To review TA provision to ensure that identified PP students receive TA support where appropriate.                          | DM<br>SW | 010.2015 | 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.f | To review the PP budget on an annual basis in order to ensure that all actions above are prioritised in annual budget plan. | RH<br>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.g | 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   | WHO            | WHEN    | COST    | COMPLETION CRITERIA  |
|--------|---|----------------|---------|---------|--|
| 1.2    | <b>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 79% for 5+A*-C EM and for 99% 5+ AG, and that students from socially disadvantaged backgrounds are making progress and achieving in line with their peers.</b> |                |         |         |  |
| NUMBER | ACTION  | WHO            | WHEN    | COST    | COMPLETION CRITERIA  |
| 1.2.a. | To identify a target group of Y11 students on the 5EM threshold for rigorous intervention and monitoring.   | JD<br>TLs      | 06.2015 | nil     | <ul style="list-style-type: none"> <li>Target group agreed for first meeting in Week 35 of 2014-15.</li> <li>Parents Evening arranged for Term 6 of 2014-15.</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<br>TLs     | 09.2015 | nil     | <ul style="list-style-type: none"> <li>Mentors appointed and meetings with students and parents underway in Term 6 of 2014-15.</li> <li>Intervention students on target to secure target grades in 5+EM GCSEs from interim assessment data.</li> <li>Target grades achieved in 2016.</li> <li>School meets FFT D target of 75% in 2016.</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<br>MV<br>SW | 09.2015 | £24 000 | <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 79% 5EM in 2014.</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 self-evaluation said...

- The proportion of teaching judged to be Good or better has increased over the last three years.
- There are far fewer lessons judged to be inadequate, or to exhibit aspects of teaching deemed to be inadequate phases of a lesson,
- The proportion of teaching judged to be outstanding overall could still be higher, and staff are far more willing now to share best practice and to engage in a culture of learning from each other.

### 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 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<br>HC<br>RH | 09.2015 | nil  | <ul style="list-style-type: none"> <li>• Coaches appointed.</li> <li>• Mentor programme in place in conjunction with HT lesson observation programme during 2015-16.</li> <li>• Any lesson with any elements requiring improvement rated as Good on second observation visit.</li> </ul> |
| 2.1.b  | To provide INSET training on outstanding teaching with regard to the current Ofsted framework, and to identify key elements of outstanding practice to be published in a revised version of the 'Langtree Lesson Protocol'.          | RH<br>JH<br>HC | 09.2015 |      | <ul style="list-style-type: none"> <li>• INSET 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</li> </ul>   |
| 2.1.c  | To allocate staff to a range of Teach Meet groups which reflect individual areas of interest, in order to develop, trial and share aspects of outstanding practice.  | JH             | 09.2015 |      | <ul style="list-style-type: none"> <li>• Teach Meets established. All staff engaged in the development of Outstanding practice.</li> <li>• All lessons observed judged to be at least Good or Better( see 2.1.d. below).</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>• Round 9 completed by the end of AY 2015/16.</li> <li>• All lessons observed judged to be at least Good or Better( see 2.1.d. below).</li> </ul>   |
| 2.1.d  | To devise and agree a process for developing the impact  | SLT            | 09.15   | nil  | <ul style="list-style-type: none"> <li>• Any lesson with aspects judged to be less than Good</li> </ul>  |

|       |   |     |  |  |  |
|-------|---|-----|--|--|--|
|       | of lesson observations to ensure that any aspects of teaching judged to be less than Good are addressed and improved.   | TLs |  |  | to be revisited by SLT observer following intervention from staff development coaches within a four week period.   |
| 2.1.e | To involve all staff members in leading staff training and sharing of best practice, in order to increase the proportion of outstanding teaching across the school. |     |  |  | <ul style="list-style-type: none"> <li>All such lessons revisited to be judged Good or better.</li> <li>All members of staff contribute to at least one Teach Meet presentation of outstanding practice during the AY2015/16.</li> <li>All lessons observed judged to be at least Good or Better.</li> </ul> |

| NUMBER     | OBJECTIVE   | WHO       | WHEN    | COST | COMPLETION CRITERIA  |
|------------|---|-----------|---------|------|--|
| <b>2.2</b> | <b>To establish systematic, whole school procedures and strategies in order to improve the identification, monitoring and progress of the more able students across the school.</b> |           |         |      |  |
| NUMBER     | ACTION  | WHO       | WHEN    | COST | COMPLETION CRITERIA  |
| 2.2.a.     | To identify a 'Russell Group' of the top 10% of Gifted students based on KS2 decimalised scores, and to publish these to all staff through SIMS.                                    | JD        | 09.2015 | nil  | <ul style="list-style-type: none"> <li>Russell Group students identified and published.</li> <li>Letters sent home for parental information.</li> <li>Progress of Russell Group students monitored by TLF, SPS and SLT following each interim assessment.</li> </ul>                 |
| 2.2.b.     | To identify a list of 'Talented' students in each departmental area.  | TLs<br>WO | 10.2015 | nil  | <ul style="list-style-type: none"> <li>'Talented' students identified in each departmental area.</li> <li>Departmental letters sent home for parental information.</li> </ul>  |
| 2.2.c.     | Track and monitor participation rates of more able students on all trips, visits, events and The Langtree Challenge.  | CT        | ongoing | nil  | <ul style="list-style-type: none"> <li>Data manager to produce reports for all HoS and Tutors.</li> <li>A review published in the newsletter for each event by an identified more able student.</li> </ul>   |
| 2.2.d.     | To allocate one SLT Book Trawl to focus on the more able students, in order to evaluate the quality of written feedback and challenge.  | SLT       | ongoing | nil  | <ul style="list-style-type: none"> <li>Book Trawl completed with feedback to TLF.</li> </ul>   |
| 2.2.e.     | To convene a Teach Meet staff group to investigate strategies to ensure that there is sufficient and appropriate pitch and challenge for all students in the school.                | JH        | ongoing | nil  | <ul style="list-style-type: none"> <li>Teach Meet group identified.</li> <li>Strategies for appropriate pitch and challenge shared with all teaching staff through the Teach Meet programme.</li> <li>Student panels report increased pitch and challenge in all lessons.</li> </ul> |

| NUMBER | OBJECTIVE  |     |         |      |  |
|--------|--|-----|---------|------|--|
| 2.3    | <b>To develop and implement an effective 'BYOD' policy, which will support the school's mission of 'Putting Learning First'.</b>                   |     |         |      |  |
| NUMBER | ACTION   | WHO | WHEN    | COST | COMPLETION CRITERIA  |
| 2.3.a. | Consult with RM regarding the vision of a BOYD policy at Langtree and the current capacity of the network to support an effective policy.          | SLT | 09.2015 | nil  | <ul style="list-style-type: none"> <li>• Consultation completed as part of the review of the network capacity.</li> </ul>  |
| 2.3.b. | Consult with TLF regarding the most effective applications of a BYOD policy, in order to support the school's mission of 'Putting Learning First'. | SLT | 11.2015 | nil  | <ul style="list-style-type: none"> <li>• Consultation completed.</li> <li>• Proposals from all department teams on how the application of a BYOD might enhance T&amp;L at Langtree.</li> </ul> |
| 2.3.c. | Draw up a draft policy for review by TLF and FGB for full implementation.  | SLT | 12.2015 | nil  | <ul style="list-style-type: none"> <li>• Policy ratified by FGB for implementation in 2016.</li> </ul>   |

| NUMBER | OBJECTIVE  |     |         |        |  |
|--------|--|-----|---------|--------|--|
| 2.4    | <b>To improve the quantity, quality and impact of homework at KS3 and KS4 through the implementation of 'Show My Homework' software.</b> |     |         |        |  |
| NUMBER | ACTION   | WHO | WHEN    | COST   | COMPLETION CRITERIA  |
| 2.4.a. | Arrange for the purchase of Show My Homework following the presentation to TLF.  | RH  | 07.2015 | £2 500 | <ul style="list-style-type: none"> <li>• Software licence purchased and software installed on the school network.</li> </ul>                               |
| 2.4.b. | Produce a planned timeline with TLF for the introduction and implementation of Show My Homework.   | SLT | 10.2015 | nil    | <ul style="list-style-type: none"> <li>• Timeline produced.</li> </ul>   |
| 2.4.c. | Deliver presentations to students and parents as part of a formal launch of Show My Homework.  | SLT | 01.2016 | nil    | <ul style="list-style-type: none"> <li>• Presentations delivered.</li> <li>• Departments set homework using Show My Homework from January 2016.</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 self-evaluation said...

- Student Leadership is developing through the appointment of Student leaders and the increasing number of opportunities they have to exhibit leadership and initiative in the school.
- Middle leadership is improving with Team Leaders driving real strategic change in the school.
- The Extended Leadership Team is successful in delegating whole school strategic leadership to a wider group of middle leaders.
- Governance is improving in terms of governors' knowledge of the school, the current educational landscape and the potential risks and threats which could impact upon the school's future success, but there is more to do in order to maintain a Board of well-trained, committed governors with the necessary and appropriate skill sets.
- However, all leaders need to be effective and more strategic when leading on a significant number of new initiatives over the next two years.

#### So our SIP says...

| NUMBER | OBJECTIVE  |                |         |      |  |
|--------|--|----------------|---------|------|--|
| 3.1    | <b>To devise an effective and robust methodology and procedure for target setting, tracking and 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.</b> |                |         |      |  |
| NUMBER | ACTION   | WHO            | WHEN    | COST | COMPLETION CRITERIA  |
| 3.1.a. | Agree pilot assessment model with Team Leaders following consultation during 2014/15, for implementation in 2015/16.   | JD             | 09.2015 | nil  | <ul style="list-style-type: none"> <li>• Assessment model in place for the start of the school year and presented to all Team Leaders, staff and new colleagues.</li> </ul>  |
| 3.1.b. | Presentation of assessment model to Primary Headteachers at first strategic planning meeting of 2015/16 for consultation.  | JD<br>RH<br>BB | 09.2015 | nil  | <ul style="list-style-type: none"> <li>• Presentation made to Primary Partnership, with agreement on a robust and consistent protocol for transition of KS2 data for Y6 pupils.</li> <li>• Data transition protocol agreed with other feeder primary schools outside our immediate partnership.</li> </ul> |
| 3.1.c. | Presentation of the assessment model to parents at parents' seminars during the year.  | JD             | ongoing | nil  | <ul style="list-style-type: none"> <li>• All parents made aware of proposed changes in assessment and reporting through presentations and</li> </ul>   |

|        |  |           |         |     |  |
|--------|--|-----------|---------|-----|--|
|        |  |           |         |     | publications on website and in reports.  |
| 3.1.c. | Ongoing monitoring of the implementation of the assessment model during 2015/16 through Team Leaders' Forum. | JD<br>TLF | ongoing | nil | <ul style="list-style-type: none"> <li>Team Leaders to provide feedback during the year and JD to provide updates and amendments to the process in light of TLF feedback.</li> </ul> |
| 3.1.d. | Evaluation and review of the pilot model by TLF in Term 6 of 2015/16 for publication in 2016/17.             | JD<br>TLF | 06.2015 | nil | <ul style="list-style-type: none"> <li>Revised model published to all staff, students and parents for September 2016.</li> </ul>   |

| NUMBER     | OBJECTIVE   |     |         |      |   |
|------------|---|-----|---------|------|---|
| <b>3.2</b> | <b>To implement a robust and consistent process of self-evaluation of teaching and learning across the school in order to ensure that all staff are held accountable for providing the very highest standards of teaching and learning. (JH).</b> |     |         |      |   |
| NUMBER     | ACTION  | WHO | WHEN    | COST | COMPLETION CRITERIA   |
| 3.2.a.     | Review and evaluate current self-evaluation practices with middle leaders, and share models of effective self-evaluation in the light of Ofsted's revised framework.  | JH  | 10.2015 | nil  | <ul style="list-style-type: none"> <li>Review completed with TLF, along with a consideration of models of effective self evaluation.</li> <li>Produce an agreed model of self-evaluation with Team Leaders in light of above to be implemented in 2015/16.</li> </ul> |
| 3.2.b.     | Revise the current process of observing, recording, and sharing of lesson judgements  | JH  | 12.2015 | nil  | <ul style="list-style-type: none"> <li>Revised process of recording lesson judgements agreed and ratified at TLF.</li> </ul>  |
| 3.2.c.     | Provide appropriate training in self-evaluation processes including lesson observations and book trawls.  | JH  | 12.2015 | nil  | <ul style="list-style-type: none"> <li>Training provided to Team Leaders through TLF and other appropriate meetings.</li> <li>All Team Leaders capable and confident to conduct high quality book trawls within their own curriculum areas.</li> </ul>                |
| 3.2.a.     | Collate and share self-evaluation data to inform our school SEF for 2015-16, as well as identifying future actions and priorities for the SIP 2016-17.  | JH  | 05.2015 | nil  | <ul style="list-style-type: none"> <li>SEF completed for 2015-16 updated with outcomes from self evaluation activities cited above conducted by TLF and SLT.</li> <li>Presentation made to TLF with outcomes for 2016-17.</li> </ul>                                  |

| NUMBER     | OBJECTIVE  |     |         |       |  |
|------------|--|-----|---------|-------|--|
| <b>3.3</b> | <b>To investigate the introduction of an effective software package to manage the administration of Parent Consultation Evenings (DM).</b> |     |         |       |  |
| NUMBER     | ACTION   | WHO | WHEN    | COST  | COMPLETION CRITERIA  |
| 3.3.a.     | Visit at least one local school where software is used successfully.   | DM  | 10.2015 | £200  | <ul style="list-style-type: none"> <li>Visit completed with report back to ExSLT.</li> </ul>   |
| 3.3.b.     | Present a proposal to TLF for the implementation of software package.  | DM  | 12.2015 | £2000 | <ul style="list-style-type: none"> <li>Proposal published to TLF.</li> <li>Implementation plan completed for pilot in 2016.</li> </ul> |
| 3.3.c.     | Publicise use of software package to parents ahead of a  | DM  | 06.2015 | nil   | <ul style="list-style-type: none"> <li>Trial completed and evaluated.</li> </ul>   |

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|  | trial with Y7 parent consultation evening in 2016. |  |  |  | <ul style="list-style-type: none"> <li>• Training provided for all staff for roll out to all parent consultation evenings in 2016/17.</li> </ul> |
|--|--|--|--|--|--|

| NUMBER | OBJECTIVE  |          |         |               |   |
|--------|--|----------|---------|---------------|---|
| 3.4    | <b>To manage a transition to a new structure for network management at Langtree School, in order to ensure that all learners and staff can extend the use and application of ICT hardware and software over a robust and reliable network.</b> |          |         |               |   |
| NUMBER | ACTION   | WHO      | WHEN    | COST          | COMPLETION CRITERIA   |
| 3.4.a. | Engage RM to manage the school network on a remote basis as an interim process wef 1 <sup>st</sup> September, including a full audit of network functionality within the first term of 2015/16.  | RH<br>DC | 09.2015 | £5 000<br>pcm | <ul style="list-style-type: none"> <li>• RM team appointed.</li> <li>• On site technician to support the use of ICT on a daily basis on site.</li> <li>• Network audit completed with a strategic plan for the upgrade of the network in order to support learner and staff needs, including the development of a BYOD policy in 2016 (2.2.c).</li> </ul> |
| 3.4.b. | Produce an action plan based on the outcome of the network audit.  | RH<br>DC | 12.2015 | £6 000        | <ul style="list-style-type: none"> <li>• All identified actions completed within budget and time frame.</li> </ul>  |
| 3.4.c. | Explore other models for managing the Langtree network in the longer term, and conduct a tender process involving interested parties.  | RH<br>DC | 02.2016 | nil           | <ul style="list-style-type: none"> <li>• Tender completed with preferred option secured within the context of the Langtree School budget for 2016/17.</li> </ul>  |

| NUMBER | OBJECTIVE   |     |         |      |   |
|--------|---|-----|---------|------|---|
| 3.5    | <b>To review and revise working procedures and practices for the Governing Body in order to move governance from Good to Outstanding (CoG).</b>                         |     |         |      |   |
| NUMBER | ACTION  | WHO | WHEN    | COST | COMPLETION CRITERIA   |
| 3.5.a. | FGB to complete NGA self-evaluation sheet and skills audit, identifying and prioritising any areas for training and/or improvement and putting plans in place to do so. | ALL | 01.2016 | nil  | <ul style="list-style-type: none"> <li>• Training needs to be identified at committee level in addition to the standing items on the FGB agenda, where overall training requirements will be discussed and reported.</li> <li>• For each Governor to attend at least one training session each academic year.</li> <li>• All new governors to complete induction training.</li> </ul> |
| 3.5.b. | To ensure that the governing body is represented at every community and public event during each AY.  | ALL | ongoing | nil  | <ul style="list-style-type: none"> <li>• Events to be brought forward as a standing item on the FGB agenda.</li> <li>• All Governors to receive invitations to all community and public events.</li> <li>• Governor representation to be confirmed at each event.</li> <li>• Three Governor Open Mornings to be scheduled</li> </ul>  |

|        |   |     |         |      |  |
|--------|---|-----|---------|------|--|
|        |   |     |         |      | during the course of the year with at least 6 governors in attendance at each event.   |
| 3.5.c. | To arrange a mock Ofsted inspection for all members of the FGB, in order to ensure that governors are well prepared for the demands and challenges of an Ofsted inspection in AY 2015-16.   | TS  | 07.2015 | £250 | <ul style="list-style-type: none"> <li>• Mock inspection completed with Governance rated as at least Good or better.</li> <li>• Feedback from Ofsted inspector to inform strategic planning for FGB in 2015/16 and beyond.</li> </ul>  |
| 3.5.d. | To consider and develop a strategy for effective succession planning within the FGB, in order to ensure that outgoing governors, and especially Chairpersons, can be quickly replaced in order to facilitate the smooth and effective running of the FGB. | ALL | ongoing | nil  | <ul style="list-style-type: none"> <li>• Succession Plan developed after discussion at FGB.</li> <li>• All committees have appointed Chairs for 2015/16 with succession plans in place for 2016/17.</li> <li>• A new staff governor is appointed for 2015/16.</li> <li>• A new member of the FGPC is appointed for 2015/16/</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 self-evaluation said...

- The incidence of students being on call, detained or excluded has decreased steadily over the last three year period.
- Ofsted judged behaviour to be outstanding in 2012, and visitors almost always comment on the calm, purposeful atmosphere in the school.
- Students still report some low-level disruption in some classes, and occasional incidents of bullying, and we remain determined to further reduce the incidence of both.
- Attendance is improving overall, but we are keen to improve levels of persistent absence with regard to a very small number of our more vulnerable students.

#### So our SIP says...

| NUMBER | OBJECTIVE   |          |         |      |  |
|--------|---|----------|---------|------|--|
| 4.1.   | To further develop our expertise in managing incidents of bullying and anti-social behaviour through participation in the Action Anti Bullying European Union Programme (DM). |          |         |      |  |
| NUMBER | ACTION  | WHO      | WHEN    | COST | COMPLETION CRITERIA  |
| 4.1.a. | Identify key staff to attend the initial training on the EU Programme.  | DM<br>BB | 09.2015 |      | <ul style="list-style-type: none"> <li>• Staff identified and training completed.</li> </ul>   |
| 4.1.b. | Devise a programme appropriate for Langtree based on the training materials.  | DM<br>BB | 10.2015 |      | <ul style="list-style-type: none"> <li>• Programme devised and implemented with a strategic plan for 2015/16.</li> </ul>   |
| 4.1.c. | Programme evaluated and reviewed in conjunction for TLF with recommendations for the SIP 2016/17.   |          | 07.2016 |      | <ul style="list-style-type: none"> <li>• Evaluation of the programme indicates success in further improving behaviour in school and behaviour for learning, indicated in the following KPI measures:</li> <li>• Fixed term exclusions reduced by a further 10% on 2014/15</li> <li>• On Call reduced by a further 10% on 2014/15</li> <li>• Incidents of bullying reduced by a further 10% on 2014/15</li> </ul> |

| NUMBER | OBJECTIVE   |
|--------|---|
| 4.2.   | To engage the Student Council in developing a strategic plan for the introduction of a House System for launch in 2016 (SPS). |



| NUMBER | ACTION   | WHO        | WHEN    | COST  | COMPLETION CRITERIA  |
|--------|--|------------|---------|-------|--|
| 4.2.a. | Engage the Student Leaders in developing a proposal for a House System for all enrichment and sporting competitions. | SLT<br>SLs | 12.2015 | nil   | <ul style="list-style-type: none"> <li>Proposal completed and consultation completed with all staff and students.</li> </ul>         |
| 4.2.b. | Launch events planned in 2016 in order to celebrate the inception of the House System.                               | ALL        | 07.2015 | £1000 | <ul style="list-style-type: none"> <li>Launch events completed, including attendance prizes, merit awards and sports day.</li> </ul> |

| NUMBER | OBJECTIVE  |               |         |       |  |
|--------|--|---------------|---------|-------|--|
| 4.3.   | <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  |
| 4.3.a. | To monitor attendance on a weekly and termly basis and to initiate appropriate interventions when attendance falls below 95%.                            | Tutors<br>SPS | Ongoing | nil   | <ul style="list-style-type: none"> <li>Attendance is maintained at 95% or better during the year.</li> </ul> |
| 4.3.b. | To devise and implement appropriate courses of study for students unable to attend school and in danger of becoming persistent absentees.                | ExSLT<br>SPS  | Ongoing | £1000 | <ul style="list-style-type: none"> <li>Attendance is maintained at 95% or better during the year.</li> </ul> |
| 4.3.c. | To continue with the Attendance Lotto in order to keep the issue of attendance at the forefront of students' awareness and to celebrate 100% attendance. | DM            | Ongoing | £400  | <ul style="list-style-type: none"> <li>Attendance is maintained at 95% or better during the year.</li> </ul> |

| NUMBER | OBJECTIVE  |            |         |      |   |
|--------|--|------------|---------|------|---|
| 4.4.   | <b>To create opportunities to celebrate and promote British values in all that we do as a school community.</b>  |            |         |      |   |
| NUMBER | ACTION   | WHO        | WHEN    | COST | COMPLETION CRITERIA   |
| 4.4.a. | Plan and deliver a series of assembly and tutorial activities which will identify and promote British values in our school, in order to fulfil our statutory obligations to the national Prevent agenda. | SPS<br>SLT | Ongoing | nil  | <ul style="list-style-type: none"> <li>Tutorial activities devised in conjunction with SLT assemblies and Friday spiritual assemblies.</li> </ul>   |
| 4.4.b. | All staff to make explicit reference to the application of core British values in their teaching.  | ALL        | Ongoing | nil  | <ul style="list-style-type: none"> <li>Core values in evidence during lesson observations and on learning walks.</li> <li>All students are familiar with the school values of:</li> <li>Courtesy, Tolerance, Respect, Democracy and the Rule of Law.</li> </ul> |

| NUMBER | OBJECTIVE  |     |      |      |                     |
|--------|--|-----|------|------|---------------------|
| 4.5.   | <b>To produce an Action Plan in response to a Health &amp; Safety Inspection, in order to ensure that all issues are addressed within the specified time scales. (RH).</b> |     |      |      |                     |
| NUMBER | ACTION   | WHO | WHEN | COST | COMPLETION CRITERIA |

|        |  |          |         |     |  |
|--------|--|----------|---------|-----|--|
| 4.5.a. | Conduct a Health and Safety inspection of the school site with Strictly Education. | DC       | 12.2015 | £?? | <ul style="list-style-type: none"> <li>• Health and Safety inspection completed.</li> <li>• Action plan completed based on most pressing priorities in the immediate, medium and long term.</li> </ul> |
| 4.5.b. | Action Plan completed following inspection, and shared with staff and FGB.         | DC<br>RH | 02.2016 |     | <ul style="list-style-type: none"> <li>• Action Plan completed.</li> <li>• All actions completed within specified time scales and by 09.16 at the very latest.</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 establish a purpose built Drama and Dance Studio on the Langtree School site, for student and community use.</b> |   |                |             |             |  |
|--|---|----------------|-------------|-------------|--|
| <b>NUMBER</b>  | <b>ACTION</b>   | <b>WHO</b>     | <b>WHEN</b> | <b>COST</b> | <b>COMPLETION CRITERIA</b>   |
| 5.1.a.   | To engage a professional fundraiser in order to submit a lottery bid for funding of the Drama Studio project.   | DC<br>RH       | 10.2015     | nil         | <ul style="list-style-type: none"> <li>Fundraising consultant engaged.</li> <li>Bid submitted for lottery funding in support of CIF funding application (see 5.1.b. below).</li> </ul>                       |
| 5.1.b.   | To produce a revised plan for the creation of a purpose built Drama / Dance studio for Langtree School, ready for submission into the 2015 CIF bidding round. | DC<br>RH<br>GP | 11.2015     | £3 000      | <ul style="list-style-type: none"> <li>Plan completed for presentation to FGPC in 2015.</li> <li>Plan submitted in a bid to the EFA for additional capital funding in the 2015 CIF bidding round.</li> </ul> |
| 5.1.d.   | Strategic plan produced for completion of Drama / Dance Studio by September 2017.   | DC<br>RH<br>GP | 03.2016     | nil         | <ul style="list-style-type: none"> <li>Construction completed on time and within budget and Drama / Dance Studio open for use in September 2017.</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 2015-16.</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 indicative costings, along with a time plan of priorities, for the remaining capital projects, namely: the extension to Room 33, refurbishment of the Food Technology Room, extension of the school reception, extension of the Student Study Room, the provision of additional classroom space, the creation of additional car parking space and the refurbishment of the staff toilets. | DC<br>RH   | 12.2015     | nil         | <ul style="list-style-type: none"> <li>Five year plan completed and agreed by governors, to be monitored in line with the SIP 2015-2020.</li> </ul> |