



A LEADING EDGE SCHOOL WITH A SPECIALISM IN THE PERFORMING ARTS

LANGTREE SCHOOL IMPROVEMENT PLAN 2016 - 2019

'Putting *Outstanding* Learning First'

Introduction

This plan emerges from the priorities identified following the Governors' review of the 2015-16 School Improvement Plan (SIP), as well as the outcomes from our self-evaluation during 2015-16. 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 2016-19 has been designed to reflect the structure of the Ofsted framework, and therefore the key areas will address developments in: Outcomes for Learners, Teaching and Learning, Leadership and Management and Personal Development, Behaviour and Welfare. 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, September, 2016

LANGTREE SCHOOL SUMMARY SCHOOL IMPROVEMENT TARGETS FOR 2016 – 2019

Following the self-evaluation of our School Improvement Plan for 2015/16, SLT and TLF have identified the following priorities for the next three year improvement plan. This plan will be completed over the summer break and presented to governors at the September full governing body meeting.

1. Outcomes for Learners

- 1.1. To ensure that students at Langtree meet or exceed all published school targets and national accountability measures and in so doing, to maintain Langtree's status within the top 25% of school's nationally.
- 1.2. To improve further the outcomes for disadvantaged students at Langtree so that they are at least in line with – if not greater than – the outcomes for all students nationally (measured over a rolling three year average).
- 1.3. To improve further the outcomes for less able students (including those with SEN) at Langtree so that they are at least in line with – if not greater than – the outcomes for all students nationally (measured over a rolling three year average).
- 1.4. To further reduce in-school variation in GCSE outcomes, by further improving the progress and achievement of students in underperforming departments.
- 1.5. To further increase the proportion of students eligible for the EBacc and the proportion of those attaining the EBacc to at least 75% by 2019.

2. Teaching and Learning

- 2.1. To implement the revised Marking and Assessment Policy consistently across all subjects in order to improve the impact of marking, assessment and feedback for all students.
- 2.2. To enhance the support for literacy in all lessons across the curriculum, in order to ensure that all students are appropriately skilled and able to communicate and effectively in school, in examinations and in their life beyond Langtree.

2.3. To maintain the highest standards of outstanding teaching through a focus on the quality of teacher questioning in order to increase pitch and challenge for all students.

3. Leadership and management

3.1. To devise a coherent strategy with our partners and stakeholders for the future development of Langtree School within the context of a local Multi Academy Trust (MAT) by 2019.

3.2. To implement a system in each department for assessing, tracking and monitoring progress across KS3 in a life after levels.

3.3. To develop clear and robust curriculum plans to support the implementation of the new 9 – 1 GCSEs.

3.4. To develop further capacity for effective and robust self-evaluation through a Peer Led Review Programme with our secondary partner schools, at middle and senior leadership levels.

3.5. To implement a planned series of tutorial activities for all students based on the promotion of our school values and core British Values.

4. Personal Development, Behaviour and Welfare

4.1. To implement our revised code of conduct across the whole school, in order to impact further upon the very small and disproportionate number of students who do engage in low level disruption.

4.2. To further improve the attendance of a small but disproportionate group of persistent absentees and especially for disadvantaged students and those with SEN.

4.3. To reduce the proportion of disadvantaged students and students with SEN with more than one fixed term exclusions to at least be in line with national figures.

5. Capital Projects

5.1. To secure funding for the design and completion of a purpose built Dance / Drama Studio for school and community use to be opened by 2020.

5.2. In consultation with local stakeholders, to produce a strategic capital plan which will take account of Langtree’s future development needs in the context of the emerging neighbourhood plans for Woodcote and Goring.

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:

A8	: Attainment 8 accountability measure	NQT	: Newly Qualified Teacher
BYOD	: Bring Your Own Device	P8	: Progress 8 accountability measure
CPD	: Continuing Professional Development	PM	: Performance Management
DfE	: Department for Education	PP	: Pupil Premium ‘Ever 6’ Students
EBacc	: The English Baccalaureate	SEF	: Self Evaluation Form (Ofsted)
FGB	: Full Governing Body	SENCO	: Special Educational Needs co-ordinator
G&T	: Gifted and Talented students	SEOLP	: The South East Oxfordshire Learning Partnership
HLTA	: Higher Level Teaching Assistant	SC	: Student Council
INSET	: In service training	SLs	: Student Leaders
KS3	: Key Stage 3 (ages 11-14)	SLT	: Senior Leadership Team
KS4	: Key Stage 4 (ages 14-16)	SIP	: School Improvement Plan
LLD	: Low Level Disruption	SPS	: Senior Pastoral Staff
LSA	: Langtree School Association	T&L	: Teaching and Learning
LWs	: Learning Walks	TLs	: Team Leaders
MFL	: Modern Foreign Languages	TLF	: Team Leaders’ Forum

School Attainment Targets 2017 (statutory accountability measures in bold).

Achievement Measure	FFT 20 Estimate	FFT 5 Estimate	2017 Target
% 5 Grade 5+ or equivalents, <i>including English & Mathematics at GCSE</i>	48	56	
% 5+ Grade 5+ GCSE or equivalents			
Attainment 8	57.1	62.2	
Progress 8			
Basics (E&M @ 5+)			
EBacc			

Narrowing the Gap Targets: these targets are based on the FFT 20 expectations for individual identified pupils or CAT scores for late arrivals without PA Data

Vulnerable Groups	Number in Year 10 Sept 2016		Number of Students to attain 5+ A*- C inc E & M 2017	
Pupil Premium				
Looked after Children (LAC)				

Ethnic Minority Groups:	Number in Year 10 Sept 2014		Number of Students to attain 5+ A*- C inc E & M 2016	
- Black Caribbean				
- White / Black Caribbean				
- Black African				
- White / Black African				
-Chinese				
- White and Asian				
- Mixed				
- White Irish Traveller Heritage				
- Any other White Background				
- Any other Black Background				
- Any other Asian Background				
TOTAL				

Target 1 : Outcomes for learners

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 2016 and we need to ensure that our boys match the excellent outcomes of our female students.
- Having improved the proportion of top grades for our more able students, we now need to maintain this success in future years.

So our SIP says...

NUMBER	OBJECTIVE				
1.1	To ensure that students at Langtree meet or exceed all published school targets and national accountability measures in line with FFT 20 benchmarks, in order to maintain Langtree's status within the top 25% of school's nationally. (SLT:2019).				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
1.1.a	To improve further the outcomes for disadvantaged students at Langtree through focussed intervention and mentoring in order to ensure that all identified students are able to meet or exceed their target grades.	DM TLF	ongoing	Use of ring-fenced PP funding.	Outcomes for PP students are at least in line with – if not greater than – the outcomes for all students nationally (measured over a rolling three year average).
1.1.b	To improve further the outcomes for less able students (including those with SEN) at Langtree through effective and focussed intervention and mentoring in order to ensure that all students are able to meet or exceed their target grades.	WO TLF	ongoing	Use of ring-fenced SEN funding.	<ul style="list-style-type: none"> • Outcomes for less able students are in line with FFT 50 benchmarks.
1.1.c	To further reduce in-school variation in GCSE outcomes, by further improving the progress and achievement of students in underperforming departments through effective line management and the close monitoring and impact of methodology and pedagogy.	SLT	ongoing	£1000	<ul style="list-style-type: none"> • Subject areas with negative residuals in 2016 achieve positive residuals in 2017 and onwards. • External consultancy and support to be engaged where appropriate.
1.1.d	To further increase the proportion of students eligible for the EBacc through improved IAG at KS3 and improved	SLT	ongoing	nil	<ul style="list-style-type: none"> • At least 75% of the Y11 cohort are eligible for the

	take up of MFL options.				EBacc in 2019, with at least 65% achieving the threshold.
1.1.e	To maintain the high performance of our more able students through identification of more able students from prior attainment and effective differentiated teaching in order to meet the demands of the highest grades / levels.	ALL	ongoing	nil	<ul style="list-style-type: none"> At least 30% of all grades / levels awarded are at A*/A or levels 7-9.

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.
- Where teaching is less effective, there is a lack of appropriate challenge owing to less effective teacher questioning.
- 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.
- The quality of written feedback in exercise books can be further improved, and students need to be encouraged to make greater use of teacher feedback .

So our SIP says...

NUMBER	OBJECTIVE	WHO	WHEN	COST	COMPLETION CRITERIA
2.1	To implement the revised Marking and Assessment Policy consistently across all subjects in order to improve the impact of marking, assessment and feedback for all students.				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
2.1.a.	Implement and monitor the revised Standard Marking Code 'Tweak to Transform' so that the conventions of the code are in frequent use across the school, and provide training on the use of the SMC where necessary.	ALL	ongoing	nil	<ul style="list-style-type: none"> Outcomes from Learning Walks (LWs) and book trawls indicate that the Standard Marking Code is implemented in all subject areas. Books reveal evidence of students taking

					responsibility for checking, editing and correcting their work.
2.1.b.	Increase the frequency of book trawls through timetabled SLT slots as well as through ongoing departmental practice, in order to evaluate the quality and consistency of marking and assessment.	ALL	ongoing		<ul style="list-style-type: none"> • Training on SMC delivered in areas of staff need. • Book Trawls timetabled in school calendar and prioritised in DIPs as a frequent activity for all staff.
2.1.c.	Implement the revised marking policy to ensure that effective feedback is given on a frequent basis.	ALL	ongoing	nil	<ul style="list-style-type: none"> • Outcomes from LWs and book trawls indicate that the marking policy is implemented in all subject areas. • Books reveal evidence of students responding to feedback in effective DIRT time.
2.1.d.	Develop departmental strategies to further improve the frequency and quality of effective feedback in order to ensure that all students are aware of personalised targets in order to make further progress.	TLs	ongoing	nil	<ul style="list-style-type: none"> • Outcomes from line management meetings, LWs and book trawls indicate that departmental strategies are in place and that students are aware of – and responding to – personalised targets and feedback to make further progress.
2.1.e.	Monitor assessment and feedback as part of line management ,meetings, lesson observations and through a revised protocol for ExSLT LWs.	JH	ongoing	nil	<ul style="list-style-type: none"> • Revised protocol for LWs published and agreed with all staff. • Outcomes from LWs indicate consistent use of the Standard Marking Code and application of the Marking Policy.
2.1.f.	Introduce a PM target on marking and assessment for each member of staff.	JH	09.16	nil	<ul style="list-style-type: none"> • All staff have a common PM objective related to the application of the whole school marking Policy. • Mid term reviews identify most effective practice to be shared with all staff through Teach Meets.

NUMBER	OBJECTIVE				
2.2.	To enhance the support for literacy in all lessons across the curriculum, in order to ensure that all students are appropriately skilled and able to communicate and effectively in school, in examinations and in their life beyond Langtree.				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
2.2.a.	Plan and deliver three literacy training workshops to all staff in disaggregated INSET time order to support the introduction of sustained writing across the curriculum. Members of the English department to be assigned as link liaison colleagues with other departments in order to provide further training and support.	JH	ongoing	nil	<ul style="list-style-type: none"> • INSET provided on how the sustained writing tasks can be planned and delivered. • Sharing of exemplar sustained writing tasks through TLF in Terms 3, and 5. • Exemplar pieces of sustained writing illustrate consistent application of the Standard Marking Code.

2.2.b.	Continue and develop the Word of the Week strategy (WoW), and combine this with a 'Tweak of the Term'.	JH	10.16	nil	<ul style="list-style-type: none"> Word of the Week to become a consistent feature of the weekly tutorial for all students, with all staff selecting a word for inclusion.
2.2.c.	Evaluate the sustained writing initiative at three scheduled points in the year with all staff, in order to highlight exemplars of effective practice.	JH	ongoing	nil	<ul style="list-style-type: none"> Three evaluations completed, with the creation of a data base of effective assignments from across the curriculum.
2.2.d.	Conduct a Pupil Panel on the strategy in order to identify the impact of the sustained writing on literacy development.	JH RH	04.17		<ul style="list-style-type: none"> Pupil Panel exercise completed with feedback to all staff through the Teach Meet programme.

NUMBER	OBJECTIVE				
2.3.	To maintain the highest standards of outstanding teaching through a focus on the quality of teacher questioning in order to increase pitch and challenge for all students.				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
2.3.a.	Present outcomes of the 2015/16 round of lesson observations to staff with a focus on the need to improve teacher questioning.	RH	09.16	nil	<ul style="list-style-type: none"> Presentation on the issue to all teaching staff at the first Teach Meet of the year. Issue to be raised with TLFs at first TLF meeting.
2.3.b.	Staff Development Coaches to review the Lesson Observation pro formas to ensure that judgements on lessons includes an explicit focus on questioning skills.	JH HC	10.16	nil	<ul style="list-style-type: none"> Revised pro formas shared with TLFs and all teaching staff ahead of the 2016/17 round of lesson observations.
2.3.c.	Learning Walks (LWs) to be conducted to focus on the range and challenge of teacher led questioning.	ExSLT	ongoing	nil	<ul style="list-style-type: none"> UPS3 staff to support ExSLT in completing LWs to focus on questioning. At least ten LWs completed in Terms 1 and 2.
2.3.d.	Teacher led questioning to be a focus of the Thursday morning Teach Meets.	JH HC	ongoing	nil	<ul style="list-style-type: none"> A series of at least six Teach Meets – led by UPS3 staff – focus on effective questioning techniques.
2.3.e.	Identify any aspects of inadequate teaching or lessons during the lesson observation programme and put robust plans in place to remedy weaknesses in teaching.	ExSLT	ongoing	nil	<ul style="list-style-type: none"> Staff Development Coaches to draw up a formal process of coaching plans in response to any aspect of a lesson deemed to be requiring improvement as a result of weak questioning techniques. Process of coaching plans shared with TLFs and all teaching staff through TLF.

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.	To explore, in consultation with our partner and local institutions, the viability of developing Langtree School within the context of a local Multi Academy Trust (MAT) by 2019. (FGB: 2019).				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
3.1.a.	Conduct consultations with institutional leaders from the Primary Partnership and Secondary Partnership, and other local Oxfordshire schools through OSSHTA, in order to identify potential partners for the future development of a MAT.	RH TS	ongoing	nil	<ul style="list-style-type: none"> • Consultation completed, with feedback to FGB by 04.17. • Vision paper and proposal developed and presented to FGB by 07.17 for development in the 2017 SIP.

NUMBER	OBJECTIVE				
3.2.	To implement a system in each department for assessing, tracking and monitoring progress across KS3 in a life after levels. (JD: 2017)				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA

3.2.a.	Agree with TLF a final model for KS3 assessment, with a clear and explicit methodology to link assessments of progress to individual targets, and publish to all staff.	JD	10.16	nil	<ul style="list-style-type: none"> Methodology agreed and shared with TLF. Training provided for all staff.
3.2.b.	Pilot the assessment model with the first round of interim assessments for Y11 Progress Report 1 in October 2016.	JD DM	10.16	nil	<ul style="list-style-type: none"> Interim assessments completed and published to parents with accompanying explanation of the KS3 assessment model used.
3.2.c.	Analyse the rates of progress for each cohort following each round of interim assessments and present to governors in the HT's termly report.	KB JD DM	ongoing	nil	<ul style="list-style-type: none"> Reports presented to governors for scrutiny and in order to update the SEF for 2016.
3.2.d.	TLs to finalise departmental methodology for tracking progress at KS3 in line with the whole school model.	TLs	ongoing	nil	<ul style="list-style-type: none"> Tracking systems in place and discussed with Line Managers through Line Management meetings.
3.2.e.	Conduct a review of the new assessment system with TLs at the end of the AY.	TLF	07.17	nil	<ul style="list-style-type: none"> Review completed with key revisions published to all staff as a SOP for 2017/18.

NUMBER	OBJECTIVE				
3.3.	To develop clear and robust curriculum plans to support the implementation of the new 9 – 1 GCSEs. (JD: 2017)				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
3.3.a.	Consult with all TLs on the development of KS3 and KS4 curriculum plans ahead of the implementation of new GCSEs.	ExSLT	ongoing	nil	<ul style="list-style-type: none"> Curriculum plans in place and reviewed with Line Managers.
3.3.b.	New GCSE curriculum maps to be uploaded to the website in summer terms 5 and 6 prior to the implementation of the new GCSE syllabus.	TLs MTL	ongoing	nil	<ul style="list-style-type: none"> Curriculum plans available for parents on line, and referenced at the Y10 GCSE Seminar in Term 1.
3.3.c.	Parents to be informed of the timetable for curriculum change at KS4 through the KS4 parental seminar.	JD	10.16	nil	<ul style="list-style-type: none"> Presentation to all Y10 parents, with published supporting material, on the curriculum and assessment changes at KS4. At least 60% of parents attending with students.
3.3.d.	Review the resourcing costs for all new GCSE courses with TLF.	JD	10.16	£5 000	<ul style="list-style-type: none"> Review completed. Amend the capitation formula to ensure that additional resources are distributed appropriately to cover all start up costs of all new courses.

NUMBER	OBJECTIVE
3.4.	To develop further capacity for effective and robust self-evaluation through a Peer Led Review Programme with our secondary partner schools, at middle and senior leadership levels.

NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
3.4.a.	Establish a model for Peer Led Review with partner leaders from the South East Oxfordshire Learning Partnership (SEOLP).	RH	07.16	nil	<ul style="list-style-type: none"> Model agreed and shared with all staff at Langtree School.
3.4.b.	Initiate a model for Middle Leader collaboration and review through departmental meeting groups across the SEOLP.	RH	ongoing	nil	<ul style="list-style-type: none"> Panel groups established with representation from Middle Leaders across the SEOLP. Ongoing dialogue on teaching, learning, curriculum change and assessment throughout the year in order to share best practice from school to school.
3.4.c.	Conduct an initial pilot Learning Walk with a partner Headteacher from within the SEOLP.	RH	09.16	nil	<ul style="list-style-type: none"> Learning walks completed with feedback to Langtree ExSLT.
3.4.d.	Plan a programme of school to school visits with colleague Headteachers from the SEOLP in order to moderate judgements on school improvement and teaching and learning.	RH	ongoing	nil	<ul style="list-style-type: none"> Programme completed during the course of the year, with outcomes of Peer Led Review reported to Governors and staff through the Langtree SEF.

NUMBER	OBJECTIVE
3.5.	To implement a planned series of tutorial activities for all students based on the promotion of our school values and core British Values.

NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
3.5.a.	Five discrete tutorial activities to be devised for every year group, one for each value, to be delivered on a termly basis.	DL KB DM	ongoing	nil	<ul style="list-style-type: none"> Tutorial activities developed and presented to staff in termly Pastoral Meetings. Activities to be reviewed following delivery, and further developed for 2017-18.

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 implement our revised code of conduct across the whole school, in order to impact further upon the very small and disproportionate number of students who do engage in low level disruption (LLD).				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
4.1.a.	Publish revised Code of Conduct following student voice consultation in 2015-16.	RH	09.16	nil	<ul style="list-style-type: none"> • Code of Conduct presented to staff for consultation. • Code of Conduct published in the Planner, and in every classroom in school. • Code of Conduct presented to all students in first assembly of the AY.
4.1.b.	ExSLT and SPS to monitor the impact of the Code of Conduct through focussed LWs, recording findings on a new LW pro-forma.	ExSLT SPS	ongoing	nil	<ul style="list-style-type: none"> • One LW to be conducted with a focus on LLD every day of the school year. • Outcomes from LWs to be reviewed at TLF as a standing item.
	Individual students who infringe the Code of Conduct identified by SPS as a focus group for close monitoring by ExSLT and SPS.	SPS	10.16	nil	<ul style="list-style-type: none"> • Incidents of LLD for an identified focus group monitored by SPS on a weekly basis.
4.1.c.	Review methodology for recording incidents of LLD in SIMs.	SPS			<ul style="list-style-type: none"> • Methodology published to all staff. • Tracking of incidents indicates a decline in frequency

						during the course of the AY.
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NUMBER	OBJECTIVE				
4.2.	To further improve the attendance of a small but disproportionate group of persistent absentees and especially for disadvantaged students and those with SEN.				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
4.2.a.	Identify a target group of persistent absentees causing concern from attendance data from 205-16.	DH DM	10.16	nil	<ul style="list-style-type: none"> List identified and shared with SPS and ExSLT.
4.2.b.	Contact the parents / carers of the target group and inform them of the planned interventions and the level of concern.	DM	10.16	nil	<ul style="list-style-type: none"> Parents informed. Issues identified and referred back to SPS and appropriate staff for action. Monitor attendance of identified group on a termly basis.
4.2.c.	Ensure that all students in the target group are active users of SMH and GCSEPod.	SPS	ongoing	nil	<ul style="list-style-type: none"> All students in target group have active SMH and GCSEpod accounts. Teaching staff consulted with regard to homework and classwork. AtL for target group monitored on a termly basis.
4.2.d.	Conduct termly meetings with the target group to review attendance and to find effective interventions and strategies which will improve attendance over the course of the year.	SPS	ongoing	nil	<ul style="list-style-type: none"> Attendance for the target group is never below 90%, with a target to attain at least 95% throughout the year.

NUMBER	OBJECTIVE				
4.3.	To reduce the proportion of disadvantaged students and students with SEN with more than one fixed term exclusions to at least be in line with national figures.				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
4.3.a.	Identify a target group of the students most vulnerable to external exclusion from the 2015 – 16 exclusion data.	SPS	09.16	nil	<ul style="list-style-type: none"> Students identified and shared with appropriate staff.
4.3.b.	Assign a behaviour mentor to each student, in order to review behaviour and to develop strategies for avoiding behaviour which might warrant isolation or exclusion.	SPS	10.16	nil	<ul style="list-style-type: none"> Mentors identified from UPS3 staff . Supportive strategies provided by HoS and BB.
4.3.c.	Develop a protocol for a more formal process of internal exclusion, to be initiated as a first stage process prior to	SPS		nil	<ul style="list-style-type: none"> Protocol in place, and shared with all staff. External exclusions for FSM and SEN students

	external exclusion, especially for those students in the target group.				reduced during 2015-16 so that these are below national benchmarks.
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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.

5.1	To establish a purpose built Drama and Dance Studio on the Langtree School site, open for student and community use by 2019.				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
5.1.a.	To engage a professional fundraiser in order to submit a lottery bid for funding of the Drama Studio project.	DC RH	03.17	nil	<ul style="list-style-type: none"> Fundraising consultant engaged. Bid submitted for lottery funding in support of CIF funding application (see 5.1.b. below).
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 2017 CIF bidding round.	DC RH GP	11.17	£3 000	<ul style="list-style-type: none"> Plan completed for presentation to FGPC in 2015. Plan submitted in a bid to the EFA for additional capital funding in the 2017 CIF bidding round.
5.1.d.	Strategic plan produced for completion of Drama / Dance Studio by September 2019.	DC RH GP	04.17	nil	<ul style="list-style-type: none"> Construction completed on time and within budget and Drama / Dance Studio open for use in September 2019.

NUMBER	OBJECTIVE				
5.2	In consultation with local Parish Councils, to produce a strategic capital plan which will take account of Langtree's future development needs in the context of the emerging neighbourhood plans for Woodcote and Goring.				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
5.2.a.	To consult with the Woodcote and Goring Parish Planning Committees in order to fully understand the future implications for housing developments and future demand upon resources at Langtree School over the next four year period.	RH	ongoing	nil	<ul style="list-style-type: none"> Consultations with Woodcote and Goring completed. Assessment of future demand reported to FGB. Implications of future demand to inform the Four year capital development strategy to be developed in 5.2.b. below.
5.2.b.	To produce indicative costings, along with a four year capital development strategy, for all future capital projects, namely:	DC RH	12.18	nil	<ul style="list-style-type: none"> Four year plan completed and agreed by governors, to be monitored in line with the SIP 2016-2020.

	<ul style="list-style-type: none"> • the extension to Room 33 • refurbishment of the Food Technology Room • extension of the school reception • the provision of additional classroom space • the creation of additional car parking space • the refurbishment of the staff toilets 				
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NUMBER	OBJECTIVE				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA