LANGTREE SCHOOL IMPROVEMENT PLAN 2017 - 2020

'Putting *Outstanding* Learning First'

Introduction

This plan emerges from the priorities identified following the Governors' review of the 2016-17 School Improvement Plan (SIP), as well as the outcomes from our self-evaluation during 2016-17. 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 2017-20 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, 2017

LANGTREE SCHOOL SUMMARY SCHOOL IMPROVEMENT TARGETS FOR 2017 – 2020

Following the self-evaluation of our School Improvement Plan for 2016-17, 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 in line with FFT 20 benchmarks, in order to maintain Langtree's status within the top 25% of school's nationally.

   1.2. To further increase the proportion of students eligible for the EBacc and the proportion of those attaining the EBacc over the next three year period, to ensure that at least 70% of students are eligible and at least 50% achieve the measure by 2020.

2. **Teaching and Learning**

   2.1. To further embed literacy across the curriculum; specifically to implement Y2 of the sustained writing initiative.

   2.2. To further embed the whole school policy for advice and guidance in order to ensure that all students receive high quality feedback on all work completed.

   2.3. To ensure teaching and learning meets the needs of all learners with particular reference to the needs of LPA students.

   2.4. To conduct a review of homework across the school in order to improve the impact of independent learning upon progress for all students.

3. **Leadership and management**

   3.1. To conduct a review of our current curriculum offer, assessment procedures and reporting arrangements, drawing on the expertise and experience of new senior and middle leaders, in order to ensure that we can better support the progress of all learners at KS4.

3.2. To introduce a robust and effective strategy for storing, managing and manipulating assessment data across the whole school, in order to ensure that all our judgements and predications on student progress are robust.

3.3. To publish an agreed protocol for line management meetings in order to improve the quality of SLT support for middle leaders.

3.4. To produce a series of Standard Operating Procedures (SOPS) in order to inculcate greater operational consistency across the school in all we do, in response to the stakeholder survey outcomes of 2016/17.

3.5. To review the Ofsted point for action on governance with the FGB, in order to ensure that governors play a more effective role in the strategic leadership of the school.

4. Personal Development, Behaviour and Welfare

4.1. To further improve the attendance of all students, especially disadvantaged students and those with SEN.

4.2. To further embed the revised code of conduct in order to minimise incidents of low level disruption and to further reduce the level of fixed term exclusions.

5. Capital Projects

5.1. To establish a purpose built Drama and Dance Studio on the Langtree School site, open for student and community use by 2019.

5.2. To further improve our facilities and learning spaces in order to best support the highest standards of teaching and learning possible across our school site.

5.3. To review the accessibility arrangements across the school site in order to ensure that we can meet the future need for disabled learners.

5.4. 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
Basics	: Level 5 pass or above in English and Maths	**P8**	: Progress 8 accountability measure
BYOD	: Bring Your Own Device	**PM**	: Performance Management
CPD	: Continuing Professional Development	**PP**	: Pupil Premium 'Ever 6' Students
DfE	: Department for Education	**SEF**	: Self Evaluation Form (Ofsted)
EBacc	: The English Baccalaureate	**SENCO**	: Special Educational Needs co-ordinator
ExSLT	: The Extended Leadership Team	**SEOLP**	: The South East Oxfordshire Learning Partnership
FGB	: Full Governing Body	**SC**	: Student Council
G&T	: Gifted and Talented students	**SIP**	: School Improvement Plan
HLTA	: Higher Level Teaching Assistant	**SLs**	: Student Leaders
INSET	: In service training	**SLT**	: Senior Leadership Team
KS3	: Key Stage 3 (ages 11-14)	**SMH**	: Show My Homework
KS4	: Key Stage 4 (ages 14-16)	**SOPs**	: Standard Operating Procuedures
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 2018 (statutory accountability measures in bold).

Achievement Measure	FFT 20 Estimate	FFT 5 Estimate	2018 Target	Prediction Feb 2017	Prediction May 2017	Prediction Sept 2017	Prediction Jan 2018
% 5+ Level 4+ or equivalents, *including English & Mathematics at GCSE*			**77**	79	76		
% 5+ GCSE or equivalents (Level 4+)			**82**				
% of grades @ 9 to 7 (AS to A)			**30**	28	30		
% 5+ GCSE passes (9-1)			**100**				
Attainment 8	62	70	**64**	54.7	55.0		
Progress 8			**0.5***		0.54		
Basics English and Maths standard passes (Level 4+)			**77**	79	76		
Basics English and Maths strong passes (Level 5 +)	49	55	**53**	57	57		

* Prediction from Y10 interims May 2017.

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.				

NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
1.1.a	To improve further the outcomes for disadvantaged students and students with low prior attainment (LPA) at Langtree through focussed monitoring, intervention and mentoring, in order to ensure that all identified students are able to meet or exceed their target grades.	SLT TLF	ongoing	Use of ring-fenced PP funding.	• Mentoring groups established in Term 1 to best support the progress of all PP students • Intervention programmes in place in English and Maths to support identified PP students in the Basics • All LPA and PP students are supported in the use of GCSE pod and have active accounts in Y11 • 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.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 with a focus on improved differentiation, feedback and pedagogy.	SLT	ongoing	£1000	• Subject areas with negative residuals in 2017 improve their outcomes in 2018. • External consultancy and support to be engaged where appropriate.

| 1.1.d | 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 | • At least 30% of all grades / levels awarded are at A*/A or levels 7-9 in 2018. |

NUMBER	OBJECTIVE
1.2.	To further increase the proportion of students eligible for the EBacc and the proportion of those attaining the EBacc over the next three year period, to ensure that at least 70% of students are eligible and at least 50% achieve the measure by 2020.

NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
1.2.a.	To review the KS3 languages curriculum in order to provide more focussed teaching time on a single language.	SLT AD	ongoing	nil	• Review completed. Additional teaching time provided for single language learners in Years 8 and 9 in 2017-18. • Uptake of MFL increases to at least 55% of the cohort in the Y9 options in 2018.
1.2.b.	To provide enhanced IAG for all Y9 students ahead of the options process regarding the selection of an appropriate MFL at GCSE.	AD SLT Tutors	01.18	nil	• All Y9 students have been briefed on the significance of attaining a MFL in the context of HE applications. • Individual tutorials completed with identified Y9 students who may need further IAG during the options process. • Uptake of options for MFL increases by 10% in 2018 and 2019
1.2.c.	To introduce a pilot French exchange programme for Y10 linguists in 2017-18.	AD	07.18	(Exchange to be costed).	• Pilot completed with all Y10 French students involved in the exchange programme.

Monitoring Target 1 : November 2017
- Academic mentoring groups have been established and 33 Y11 students are receiving additional support, advice and guidance through their final GCSE year. All students with low prior attainment (LPA) as well as Pupil Premium students who are deemed to require this additional support have been included in the mentoring groups.
- Intervention lessons are in place in both English and Maths, and all students with Low Prior Attainment (LPA) as well as Pupil Premium students who are deemed to require this additional support have been included in the intervention groups.
- SLT have completed an audit of GCSEPod usage amongst disadvantaged students, and support is in place through the mentor programme to ensure that these students are all making best use of this resource.
- Outcomes from the November mocks will be reviewed against targets to check progress, once these have been finalised and published in December.
- The MFL curriculum was reviewed in the summer and options changed to allow more teacher time in a single language at KS3.

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, pace and challenge.
- Teaching does not always take account of students' starting points, which can sometimes impact on the progress of the LPA students.
- The quality of written feedback in exercise books needs to be more consistent, and students need to be encouraged to make greater use of teacher feedback.
- Support for students' development in Literacy – especially for the LPA students – needs to be more consistent and effective across the whole school.

So our SIP says…

NUMBER	OBJECTIVE				
2.1.	To further embed literacy across the curriculum; specifically to implement Y2 of the sustained writing initiative.				

NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
2.1.a.	To develop use of tutor time for literacy work and literacy interventions, supported by student leaders	JH SBU KS	ongoing	nil	• Student Leader led Homework club • Student leader support for tutor time reading • Spelling workshops • Resources for tutors • Tutor training

2.1.b.	To deliver 3 Twilight literacy Inset sessions (disaggregated day) as part of the Year 2 Sustained writing initiative: • Year 2 Launch • Writing structure • Review of student work	JH	(Dates scheduled in school calendar).		• INSET planned and delivered to all relevant staff. • All departments delivered and assessed writing task as per schedule • Evidence of sustained writing in book trawls • Plans for year 3 agreed
2.1.c.	To introduce Reading Pro in English lessons and tutor time	JH, KS, EM			Reading Pro used effectively by Yearv7,8 and selected year 9
2.1.d.	Introduce a "Tweak of the Term" to support and enhance "Word of the Week" initiative	JH	09.17	nil	• Teachers highlighting Tweak of Term and correcting • Assessment shows improvements in key common grammar errors

NUMBER	OBJECTIVE
2.2.	To further embed the whole school policy for advice and guidance in order to ensure that all students receive high quality feedback on all work completed.

NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
2.2a	Introduce a PM target on differentiation or advice and guidance (marking and feedback) for each member of staff in the 2017/18 PM cycle.	JH SLT	09.17	nil	• 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.
2.2b	To develop the programme of book scrutiny and book trawls	JH SLT	(Dates scheduled in school calendar).	nil	• Increased use of SMC • Increased use of Formative comments • Increased adherence to Assessment policy • Book scrutiny as part of line management and Team meetings
2.3b	To establish a focus on Feedback as central to CPD for 2017-2018: • Scheduled sessions on Inset Days • Scheduled as part of Thursday butterflies	JH	(Dates scheduled in school calendar).	nil	• Staff sharing of good practice • Evidence of improved formative feedback in student books and pupil panels • Greater range of assessment strategies evident in pupil books and lesson observations

NUMBER	OBJECTIVE
2.3.	To ensure teaching and learning meets the needs of all learners with particular reference to the needs of LPA students.

NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA

2.3a	Introduce a PM target on differentiation or advice and guidance (marking and feedback) for each member of staff in the 2017/18 PM cycle.	JH SLT	09.17	nil	• 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.

2.3b	To establish a focus on Differentiation as central to CPD for 2017-2018:
	    • Whole school Inset day with guest speaker
	    • Scheduled as part of Thursday butterflies
	    • Purchase and use of Pocketbook on Differentiation for all teaching staff
	    • To conduct a lesson observation focused on differentiation as part of PM
		JH	(Dates scheduled in school calendar).	£500	• Staff sharing of good practice
					• Evidence of improved differentiation in student books and pupil panel feedback
					• Greater range of differentiation strategies evident in pupil books and lesson observations

2.3c	To review systems for identification of, communicating information about and planning intervention for students with LPA.	JH SW SBA	ongoing	nil	• All staff are aware of the needs and planned interventions for all LPA in their classes. • P8 for LPA in Y11 is in line with their middle ability peers in 2018, 2019 and 2020.

NUMBER	OBJECTIVE				
2.4.	**To conduct a review of homework across the school in order to improve the impact of independent learning upon progress for all students.**				
NUMBER	**ACTION**	**WHO**	**WHEN**	**COST**	**COMPLETION CRITERIA**
2.4.a.	To conduct a review current homework provision across the school with TLF.	TLF	12.17	nil	• Review completed. Key barriers to successful practice are identified. • A Pupil Panel convened to identify key barriers to success from the student voice, and these are shared with TLF.
2.4.b.	Each department to produce guidance for their homework practice, in order to address the key issues and barriers to effective homework and independent learning identified in 2.4.a. above.	TLF	02.18	nil	• Departmental guidance produced and communicated to students, parents and ExSLT line managers.
2.4.c.	To develop use of SMH, including use of new functions such as differentiated homework	ExSLT TLF	12.17	nil	• Additional training delivered to all teaching staff on enhanced use of SMH, through the WSD / TLF meetings schedules.

Monitoring Target 2 : November 2017
• Reading Pro is established and in use in Years 7 and 8, and also with Y9 students in the literacy support classes.

- A programme of staff INSET has been planned for the year, which will address whole school literacy needs as well as differentiation and advice and guidance, which are key priorities for development set in this SIP.
- Staff INSET sessions have also been completed on the focus of Homework (2.4.b. above). The outcomes form these whole staff sessions will now be reviewed in departments so that Team Leaders can address the issues in 2.4.b. above.
- All staff have a focus on advice and guidance (marking and feedback) and / or differentiation in their PM plans.
- Advice and Guidance, differentiation and homework are all current areas of focus in the weekly staff teach meets.
- All staff have been issued with a Pocket Book on Differentation,
- A revised process for lesson observations is being devised by SLT, and advice and guidance and differentiation will be areas of focus for the lesson observations.

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, especially in view of the recent transition in teaching staff and at leadership level within the school.

So our SIP says…

NUMBER	OBJECTIVE				
3.1.	**To conduct a review of our current curriculum offer, assessment procedures and reporting arrangements, drawing on the expertise and experience of new senior and middle leaders, in order to ensure that can better support the progress of all learners at KS4.**				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA

3.1.a.	Conduct an SLT led review of the current curriculum offer, in order to ensure that we are able to better meet the needs of our LPA students in the 2018 options offer.	SBA SLT	12.17	nil	• SLT review completed with feedback to TLF for consultation on key issues by the end of Term 2. • Options offer revised to broaden the curriculum offer for LPA students, with the introduction of at least one additional vocational offer. • Courses agreed in negotiation with TLF. • At least 95% of students to have their first choice options.
3.1.b.	To conduct a review of our current reporting processes, in order to improve the monitoring, tracking, assessment and reporting of student progress cross the whole school.	SBU SBA SLT	02.18	nil	• SLT review completed with feedback to TLF for consultation on key issues by the end of Term 3. • Proposal for revision to current assessment and reporting procedures agreed by Team Leaders by the end of Term 4. • Timetable for implementation of revised procedures published to all staff and scheduled in the school calendar by the end of Term 5.
3.1.c.	To conduct a review of the current processes for parent consultation evenings, in order to maximise the opportunity for effective consultation with parents.	SBU SPS SLT	04.18	nil	• SLT review completed with feedback to TLF for consultation on key issues by the end of Term 4. • Revised procedures written into a new SOP for 2018/19 and scheduled in the school calendar for 2018/19.

NUMBER	OBJECTIVE				
3.2.	**To introduce a robust and effective strategy for storing, managing and manipulating assessment data across the whole school, in order to ensure that all our judgements and predictions on student progress are robust.**				
NUMBER	**ACTION**	**WHO**	**WHEN**	**COST**	**COMPLETION CRITERIA**
3.3.a.	Review the very best systems in place for managing assessment data in local partner schools.	SBA SLT TLF	12.17	nil	• Consultation with Curriculum and Assessment Group at SEOLP completed. • Visits to partner schools completed to assess alternative systems by SLT / TLF
3.3.b.	Select the preferred option following consultation with TLF, and produce a strategic timeline for implementation prior to AY 2018/19.	SBA SLT TLF	03.18	£1500	• Proposal / presentation to TLF of preferred option • Training in place for all staff on the new system completed prior to AY 2018/19

NUMBER	OBJECTIVE				
3.3.	To publish an agreed protocol for line management meetings in order to improve the quality of SLT support for middle leaders.				

NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
3.3.a.	Revise the structure of line management with ExSLT, in order to create greater capacity and time for the support of TLs.	RH SLT	09.17	nil	• Revised structure published to all Team Leaders.
3.3.b.	Conduct a review of Line Management procedures with ExSLT, in consultation with TLF.	RH SLT	09.17	nil	• Review completed, with an agreed protocol for line management meetings.
3.3.c.	Produce a SOP for the expectations of effective line management.	RH SLT	10.17	nil	• SOP produced. • Effective line management supports the achievement of target 1 in August 2018 (see above).

NUMBER	OBJECTIVE				
3.4.	To produce a series of Standard Operating Procedures (SOPS) in order to inculcate greater operational consistency across the school in all we do, in response to the stakeholder survey outcomes of 2016/17.				

NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
3.4.a.	To launch the importance of ensuring greater consistency in all we do in the INSET day at the start of term, and to use this opportunity to identify areas of inefficiency and inconsistency raised as an issue in the stakeholder surveys of 2016/17.	RH	09.17	nil	• INSET sessions completed. Key areas of inconsistency collated and published to all staff as foci for the year.
3.4.b.	Produce Standard Operating Procedures (SOPs) for all identified areas of inconsistency, in consultation with TLF, SPS and all staff.	RH	ongoing	nil	• Revised procedures agreed by all staff and published in electronic Staff Handbook.
3.4.c.	To keep all procedures and processes under constant review, seeking staff feedback after each key process in the school calendar throughout the year.	SLT MTL	ongoing	nil	• Staff feedback collated by MTL and SOPs amended accordingly following agreement with SLT.
3.4.d.	To identify all other issues arising from the stakeholder surveys of 2016/17 and devise appropriate actions to address and resolve these issues, in consultation with stakeholder groups.	RH SLT	ongoing	nil	• Issues identified. Actions agreed with teaching union representatives and support staff line managers, and implemented across the whole school through a further series of revised SOPs.

NUMBER	OBJECTIVE

NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
3.5.	**To review the Ofsted point for action on governance with the FGB, in order to ensure that governors play a more effective role in the strategic leadership of the school.**				
NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
	To be agreed with FGB				

Monitoring Target 3 : November 2017

- Review of the curriculum model is already underway, with an emphasis on identifying additional vocational courses which will broaden the curriculum offer for LPA students.
- This review will continue throughout the options process, in order to plan a curriculum offer which meets student needs.
- The review of reporting processes has already taken place – a great deal of progress has already been made here. TLF have been engaged in a consultation with regard to the ways in which we set targets, and report progress against those targets to parents. A trial of the new reporting format will be launched later in the AY.
- A survey of parents' views on the current reporting system was completed at the Y10 parents' evening.
- SBa has visited local schools to look at data assessment packages, and will make a proposal to SLT and TLF on a suitable option for Langtree once the research has been completed. Implementation and training will follow in the new year.
- The line management structure has been reviewed in the context of the new ExSLT. There is now greater capacity for line management, and Middle Leaders report far greater satisfaction with the new arrangements. SLT will soon draw up an agreed SOP for effective line management, based on the experience we have all gained from the first two terms.
- Standard Operating Procedures are being written for each and every whole school process we all lead upon, as the year progresses. Now that a standard format and model has been agreed, all members of ExSLT are contributing to the process. Middle leaders too are proposing areas which require a SOP for future reference. This is already resulting in far greater consistency in all areas of the school's operation.
- Governors did not complete any targets for Objective 3.5.

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 improve the attendance of all students, especially disadvantaged students and those with SEN.**				

NUMBER	ACTION	WHO	WHEN	COST	COMPLETION CRITERIA
4.1.a.	Identify a target group of persistent absentees causing concern from attendance data from 205-16.	SBU SPS DH	10.17	nil	• List identified and shared with SPS and ExSLT.
4.1.b.	Contact the parents / carers of the target group and inform them of the planned interventions and the level of concern.	SBU	10.17	nil	• Parents informed. Issues identified and referred back to SPS and appropriate staff for action. • Monitor attendance of identified group on a termly basis.
4.1.c.	Ensure that all students in the target group are active users of SMH and GCSEPod.	SPS SLT	ongoing	nil	• 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.
4.1.d.	Conduct termly meetings with the target group to review attendance and to find effective interventions and strategies with will improve attendance over the course of the year.	SPS	ongoing	nil	• Attendance for the target group is never below 90%, with a target to attain at least 95% throughout the year.

					• The attendance of disadvantaged students and those with SEN is broadly in line with their peers.

NUMBER	OBJECTIVE				
4.2.	**To further embed the revised code of conduct in order to minimise incidents of low level disruption and to further reduce the level of fixed term exclusions.**				
NUMBER	**ACTION**	**WHO**	**WHEN**	**COST**	**COMPLETION CRITERIA**
4.2.a.	To relaunch the revised Code of Conduct in assemblies, and to make these expectations explicit at Open Evening, Open Morning and Welcome Evening events.	RH ExSLT	ongoing	nil	• The Code of Conduct is reinforced through the assembly and tutorial programme at all times, and is highly visible around the school at all times.
4.2.b.	Produce a SOP for classroom expectations for learning, in consultation with all staff.	ExSLT	10.17	nil	• SOP produced and agreed by all staff. • Code of Conduct applied with greater consistency. • Incidents of On Call are reduced in comparison with 2016/17 benchmark data.
4.2.c.	Conduct an ExSLT and SPS review of the Behaviour Policy, in order to ensure that all staff are clear with regard to the expectations of the school and how sanctions are to be escalated in response to low level disruption in class.	ExSLT SPS	12.17	nil	• Review completed and revised policy ratified by FGB. • Incidents of On Call are reduced in comparison with 2016/17 benchmark data.
4.2.d.	Produce a Teaching and Learning policy document in order to enshrine agreed procedures for classroom expectation, practice and routines into our school policy.	JH ExSLT	12.17	nil	• Policy agreed and ratified by FGB. • Target 1 achieved in August 2018 (see above).
4.2.e.	As part of our strategic capital developments, to create a plan for an enhanced teaching area to better manage students in isolation and internal exclusion.	SLT SPS	12.17	Costs tbc	• Plan completed as part of the capital developments listed in 5 below. • Isolation area completed by September 2018. Proportion of fixed term external exclusions reduces by 20% in 2018/19.

Monitoring Target 4 : November 2017
- SPS team monitoring different groups of learners for attendance: PP, YC and SEN. SBu will monitor the system to see if it aids targeted intervention and record the impact. Still waiting final attainment levels from FFT on Yr 7.
- SPS team has Rag Rated behaviour monitoring reports to ensure that appropriate levels of support (Tutor, Pastoral Leader, Senior Leader) are put in place when a student is disruptive. This will ensure appropriate support is given to different students
- 'Learning Stars' certificates and celebrations have been introduced at Year 9 and embedded in KS4 will aim to highlight role models in school to reward and encourage excellent behaviour for learning
- Behaviour policy is soon to be re-written to align with new reporting process, and a SOP will follow on classroom expectations

- Student Council have clear roles and SBu will monitor their engagement / attendance at meetings; need to ensure Student Council is representative of school voice and that all students feel part of school community.
- SPS team meet weekly to discuss intervention to support students.
- SOP is being created for staff on 'What to do after a reporting session' – tutors, HOYS, team leaders and SLT have a role in monitoring and supporting students with their progress and behaviour. This will ensure greater consistency and improve communication between staff.
- Young Carers training has been completed by all staff.
- Contractor visits are being arranged by Dawn Challis to cost the works needed to create a more suitable area as in 4.2.e.

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 produce a document outlining the need for a new facility to use as an introduction to potential sources of funding.	RH JC	09.17	nil	• Document produced and circulated to potential fundraising sources.
5.1.b.	To explore other external funding streams including the National Lottery.	RH DC	10.17	nil	• Feasibility study completed. • Application for Lottery funding submitted if possible to do so.
5.1.c.	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 JC	11.17	£3 000	• Plan completed for presentation to FGPC in January 2018. • Plan submitted in a bid to the EFA for additional capital funding in the 2018 CIF bidding round.
5.1.d.	Strategic plan produced for completion of Drama / Dance Studio by September 2019.	DC RH GP JC	04.18	nil	• Construction completed on time and within budget and Drama / Dance Studio open for use in September 2019.

5.2.	To further improve our facilities and learning spaces in order to best support the highest standards of teaching and learning possible across our school site.				
NUMBER	**ACTION**	**WHO**	**WHEN**	**COST**	**COMPLETION CRITERIA**
5.2.a.	To review the suitability of the current allocation of rooms and learning spaces for English, Literacy and MFL, and to produce a strategic plan for the creation of additional capacity in these two curriculum areas.	SLT	12.17	nil	• Analysis of curriculum demand and current rooming provision completed. • A costed, strategic plan for increased capacity to meet demand completed and presented to TLs and FGB for ratification. • Above to include consideration of a small group teaching space to support the teaching of literacy.
5.2.b.	To conduct an audit of all audio visual / ICT hardware in all teaching rooms, in order to ensure that the current classroom equipment is fit for purpose to support outstanding teaching and learning through a phased programme of replacement and renewal of existing hardware.	SLT TLF	12.17	£7 000	• Audit completed. • Procurement plan produced to replace audio visual / ICT hardware in all identified teaching spaces.

NUMBER	**OBJECTIVE**				
5.3.	**To review the accessibility arrangements across the school site in order to ensure that we can meet the future need for disabled learners.**				
NUMBER	**ACTION**	**WHO**	**WHEN**	**COST**	**COMPLETION CRITERIA**
5.3.a.	To conduct a review of current accessibility arrangements with the support of the LA.	WO	09.17		• Review completed with report to SLT. • Report discussed with LA to ensure that adequate funding is available to meet the accessibility improvements ahead of September 2018.
5.3.b.	To draw up a costed plan of identified actions to improve accessibility to our school site.	WO	12.17	??	• Costed plan produced. • Funding for accessibility improvements agreed and confirmed with the LA.
5.3.c.	Contractors confirmed to implement agreed improvements for accessibility, and time lines for the completion of the necessary works confirmed in the summer works programme for July and August 208.	WO DC	07.18	??	• Improvements scheduled into the summer works programme. • Works completed to ensure that the school is accessible to students with identified needs joining in September 2018.

Monitoring Target 5 : November 2017
• An outline document for the project has been produced and circulated to potential sponsors.

- A meeting has been held with a local trust, and an offer of match funding has been proposed.
- Potential fundraisers have been identified to visit and pitch for the strategic piece of work to raise the funding required.
- A request has been made of Ridge to rewrite the existing plan in line with our new strategy.
- Contractors have been requested to visit the school to quote for the work to extend the study room area in order to provide additional working space for staff and students. We are still awaiting quotations for this work.
- Bids for new / replacement ICT resources have been collate by SBa, and decisions will soon be made as to how to allocate donations to meet the need for new IT / display equipment.
- The accessibility plan has been completed and we have a written commitment from the LA to cover the cost of all the remedial works required to admit a disabled student in September 2018.
- We are now working with the LA to draw up a timeline of work to ensure that the planned improvements are completed by the end of the summer term in 2018.
- Susannah Wood will also update the 'Schools' Accessibility Strategy' in line with OCC May 2017 guidance.