

**The John of Gaunt School**  
**School Improvement Plan 2016-18**



**– A Community Academy –**

Vision statement:

***‘Creating an irresistible climate for achievement’***

- We challenge, support & encourage every student to **achieve their potential.**
- We believe **effort** and **dedication** lead to success and we **raise aspirations.**
- We **personalise our provision** to meet the needs of individuals.
- We enable our students to flourish as **confident learners and leaders** of our community.
- We create a culture where all stakeholders **feel valued, supported and proud.**
- We **work collaboratively** to improve outcomes for our students and support other schools to improve.



**Priority 1: Outstanding leadership.** All school leaders share a genuine belief in the potential of every student and are relentless in their focus on raising achievement. Leadership responsibilities are effectively distributed across the school and all staff contribute to school improvement. Robust systems for holding staff and teams to account are embedded. An innovative, relevant and personalised curriculum has a significant impact on engagement and achievement. Leaders at all levels are forensic in their approach to self-evaluation and improvement planning. Governors play a strategic role, actively supporting and challenging the school to maximise student outcomes. Our growing reputation in the community means we are the school of choice in Trowbridge.

**Priority 2: Outstanding teaching, learning & assessment.** We understand the needs of individual students and create personalised learning experiences which lead to rapid progress. High expectations in every classroom ensure students are challenged to achieve their personal best. TEEP pedagogy is embedded across the school, leading to active learning which engages all students. Students receive effective feedback and are assessment literate so that learning is deepened. All staff strive to continually improve their practice through effective training and joint practice development. All teachers are teachers of literacy.

**Priority 3: Outstanding personal development, behaviour & welfare.** All students feel safe and supported. Students' positive attitudes to learning typically demonstrate high aspirations and motivation across all subjects. Behaviour systems are simple and consistently applied so that learning is unhindered. Effective structures exist to ensure all students are kept safe and receive the personalised support they require. The House system engenders a sense of belonging. Students share a sense of pride and act as ambassadors for the school. Effective communication means parents play an active role in supporting their child's learning.

**Priority 4: Outstanding outcomes.** Expectations for academic achievement are aspirational, and all students are challenged, cherished and inspired. As a result, students make rapid progress regardless of their starting point or personal circumstances, especially in English and Maths and the core academic curriculum. Achievement gaps between Pupil Premium and SEN students and their peers are narrowing quickly. Data is used effectively across the school to monitor the progress of all students and plan personalised, early intervention to ensure rapid progress.

## School Improvement Plan 2016-18

### Outstanding leadership

Key Levers for success		Accountable to Governors 2016/17						Strategic Leader(s)
		T1	T2	T3	T4	T5	T6	
1.1	Embed the model of distributed leadership throughout the school by further empowering middle leaders to take ownership of improving outcomes.		CLES				CLES	BRH/JWO
1.2	Ensure appraisal systems are effective in improving practice and monitoring procedures are fully established.		BoG		CLES		Res	JWO/ MGU/SHI
1.3	Further review and develop the curriculum in light of government changes and to meet the needs of all students.		CLES				CLES	BRH/LBR
1.4	Ensure effective partnership arrangements are in place to support the school to improve student outcomes.		CLES	BoG		CLES	BoG	MGU/BRH/ LBR
1.5	Ensure governors systematically challenge and support the school and have an increasingly positive impact on the school community.	BoG	BoG	BoG	BoG	BoG	BoG	MGU/chair

Key Actions for success		<u>Strategic Leader</u>	<u>Timescale</u>	<u>Monitoring mechanism</u>	<u>Success Criteria</u>	<u>Resources</u>	<u>Evaluation</u> (RAG)
<b>1.1</b>	<b>Embed the model of distributed leadership throughout the school by further empowering middle leaders to take ownership of improving outcomes.</b>						
	Ensure high quality training is provided for leaders at all levels to increase impact and staff retention.	JWO	Dec'16	- CPD report to SLT & governors - Exit interviews	- Retention rates improving. - Student outcomes improving.	- CPD budget - Time for collaborative planning	
	Ensure all TLR holders have clear job descriptions and are held to account through effective line management & appraisal.	BRH/SHI	July'17	- Line management mins. - Staff voice - Faculty Review - Appraisal docs - Pay progression analysis - Exit interviews	- Appraisal shows effective performance of leaders. - supported by improving outcomes.	- HR team time to update jd's - JPD templates created. - Directed time for appraisal	
	Ensure faculty JPD time is used effectively to develop staff, T&L, assessment, moderation and the curriculum.	BRH					

<b>1.2 Ensure appraisal systems are effective in improving practice and monitoring procedures are fully established.</b>						
Review and develop the whole school work sampling procedures so that book scrutinies inform planning and marking continues to improve.	JWO	Sep'17	- 2 x Whole school work scrutinies	- All teachers are providing regular, high quality formative feedback. - Student responses lead to improved quality of work.	- Directed time for sampling activities.	
Review the lesson observation protocol by moving away from awarding judgements, ensuring all staff receive constructive feedback on their performance.	JWO	Dec'16	- All teachers observed x 3 during the year	- Whole school and subject analysis shows consistently strong teaching.	- Costs of WWA team to complete T&L review.	
Ensure the teachers' appraisal model is central to improving classroom practice by moving towards a more holistic monitoring system.	MGU		- Interim reviews - Annual review performance summary	- Effective support plans in place for those not meeting the school expectations. - New electronic documentation system established.	- Training time. - Lead practitioner capacity needed for delivering support where required.	
Review and develop a new appraisal system for support staff, supporting and holding individuals to account.	SHI	Jan'17	- Annual review summary. - Staff voice.	- All support staff complete appraisal. - New policy in place. - ≥80% of targets met. - Inc. CPD offer for support staff.	- CPD budget. - Support staff meeting time. - Line managers time.	
<b>1.3 Further review and develop the curriculum in light of government changes and to meet the needs of all students.</b>						
Embed the new KS3 assessment model and add greater levels of academic challenge, culminating in a 'graduation' process.	BRH	July '17	- Work scrutiny - Tracking points data	- Progress levels increasing in all subjects. - Effective moderation procedures in all subjects.	- JPD time for KS3. - Rewards budget. - Hardship fund for 'graduation'.	
Embed the new curriculum specifications and assessment models at KS4 and Post-16.	BRH/LBR	Sep'17	- Faculty JPD minutes. - DL line mgt minutes.	- Schemes of work in place in all subjects. - Assessment models in place in all subjects.	- Pixl resources. - Faculty budgets. - New exam course budget.	

Further develop the range of vocational courses on offer at Post-16.	LBR	Sep'17	- Post-16 curriculum offer agreed by SLT & CLES.	- Inc. number of single & triple BTECs offered. - Inc. uptake onto BTEC courses. - Level 2 offer to include BTECs.	- Staffing capacity. - Planning time.	
<b>1.4 Ensure effective partnership arrangements are in place to support the school to improve student outcomes.</b>						
Governors to lead the exploration of MAT options and establish the most appropriate solution long-term stability and school improvement.	MGU	Jan'18	- governors working party.	- Full stakeholder consultation. - Governors decision.	- Governor time. - Financial top slice of any new MAT model.	
Establish the Post-16 partnership arrangement with the Clarendon Academy, ensuring effective QA of joint provision.	BRH/LBR	Dec 2016	- Post-16 leadership & governance group minutes. - Post-16 review	- Student no's increase - Student retention increases. - Progress at least in line with national in all subjects.	- Leadership time. - Shared data systems. - Teacher collaboration time.	
<b>1.5 Ensure governors systematically challenge and support the school and have an increasingly positive impact on the school community.</b>						
Further increase capacity within key areas of finance, HR, legal and business through targeted recruitment and training.	MGU/chair	July'18	- Governor recruitment & skills audit. - Governor minutes.	- Inc. confidence in shortage skills identified through skills audit. - Governors attend parent forums x 3 per year. - Staff voice shows increased understanding of the role of governors and their impact.	- Governor time.	
Increase communication between the governing body and all stakeholders (students, parents, staff, community) in order to monitor effectiveness of the school.	MGU/chair	Sep'17				

### Outstanding teaching, learning & assessment

Key Levers for success		Accountable to Governors 2016/17						Strategic Leader(s)
		T1	T2	T3	T4	T5	T6	
2.1	Ensure effective differentiation within the TEEP cycle means lessons challenge all students so that teaching becomes consistently outstanding over time, including Post-16.				CLES			JWO
2.2	Ensure the quality of teaching in science and DT is consistently strong and outcomes improve.						CLES	JWO/BRH

2.3	Ensure all students receive and respond to effective formative feedback so they are clear on how to improve their work.				CLES		JWO
2.4	Improve the delivery of whole school literacy so that all students are exam literate.					CLES	ABA
2.5	Establish a highly effective, personalised professional development programme for all staff.				CLES		JWO/SWR

Key Actions for success		Strategic Leader	Timescale	Monitoring mechanism	Success Criteria	Resources	Evaluation (RAG)
2.1	Ensure effective differentiation within the TEEP cycle means lessons challenge all students so that teaching becomes consistently outstanding over time, including Post-16.						
	Develop differentiation across the school so that all lessons stretch the most able students and provide relevant support where required.	JWO	July'18	- Lesson observations - Work scrutiny	- Quality of T&L is improving in all subjects. - Outcomes for SEN and most able students are improving.	- Class charts subscription. - SEN admin time to update class charts. - CPD time.	
	Embed the use of class charts so that every lesson uses an effective seating plan and teachers are acutely aware of the needs of the students.	JWO	July'17				
	Ensure all Post-16 teaching pairs have consistently high expectations so that they plan and deliver highly effective, differentiated lessons.	LBR	July'17	- Post-16 tracking - Post-16 lesson observations	- All subjects show progress at least in line with national. - Quality of teaching at least good in all subjects.	- Faculty JPD time. - Planned directed time. - Cover for peer observations.	
	Establish a cross-subject T&L learning community to develop and share best practice in post-16 pedagogies.	LBR	July'18				
2.2	Ensure the quality of teaching in science and DT is consistently strong and outcomes improve.						
	Provide additional leadership capacity and/or external support to ensure effective curriculum and assessment plans are in place and delivery is closely monitored.	BRH	Jan'17	- Tracking data & results. - Moderation of tracking. - Lesson observation. - Student voice. - Link governor monitoring.	- Progress at KS4 rises to at least match national.	- AHT reduced timetable time. - Cost of external support. - Lead practitioner time.	
	Provide individual support programmes, including co-planning and team-teaching to model high expectations.	JWO	July'17				
2.3	Ensure all students receive and respond to effective formative feedback so they are clear on how to improve their work.						
	Review expectations within the formative feedback policy so that written and verbal feedback is timely, selective and effective.	JWO	Mar'17	- Work scrutiny	- Policy consulted on and agreed.	- DL meeting time. - CPD time.	

Ensure all teachers scaffold and regularly model their expectations of students' response so that students take responsibility for their own learning and impact is increased.	JWO	July'17		- Work scrutiny evidence shows consistent practice in all subjects.		
<b>2.4 Improve the delivery of whole school literacy so that all students are exam literate.</b>						
Provide high quality resources and training on the use of literacy scaffolds, especially for extended writing.	ABA	July'18	- observations of literacy lessons.	- Evidence of improved extended writing can be seen across the school.	- changes to English curriculum allocation.	
Design and deliver a comprehensive literacy curriculum for Year 7-9.	ABA	July'17	- book scrutiny.		- Purchase of literacy exercise books.	
<b>2.5 Establish a highly effective, personalised professional development programme for all staff.</b>						
Develop a professional development menu, including opportunities with partner organisations, for all groups of teaching and support staff so that all staff can develop their practice.	JWO	Sep'17	- Lesson observation summary. - CPD attendance records.	- Successful appraisal annual reviews. - Quality of T&L improving across all subjects.	- CPD budget.	
Develop coaching methodology across the school so that staff have access to personalised support.	SWR	July'18				
Ensure CPD programme is closely linked to appraisal and planning is reactive to emerging needs from monitoring activities.	JWO	July'17				

### Outstanding personal development, behaviour & welfare

Key Levers for success		Accountable to Governors 2016/17						Strategic Leader(s)
		T1	T2	T3	T4	T5	T6	
3.1	Increase whole school attendance, including Post-16, so that learning time is maximised.	S&C	S&C	S&C	S&C	S&C	S&C	HKE
3.2	Develop a school culture where students' attitudes to learning are exemplary across all subjects, in all year groups, including Post-16.			S&C			S&C	ESP
3.3	Ensure provision for students' well-being and safeguarding is outstanding.						S&C	HKE
3.4	Develop effective use of alternative provision to ensure a positive impact on student outcomes, reduce exclusions and offer value for money.				S&C			MGU
3.5	Further develop our provision for careers guidance to raise aspirations and ensure students make informed choices at key transitions.					S&C		HKE
3.6	Develop the role of the tutor as a key aspect of the House system in order to both support and challenge students.		S&C				S&C	ESP

Key Actions for success		Strategic Leader	Timescale	Monitoring mechanism	Success Criteria	Resources	Evaluation (RAG)
<b>3.1 Increase whole school attendance, including Post-16, so that learning time is maximised.</b>							
Develop and implement a new raising attendance plan to increase whole school attendance, especially for disadvantaged students.		HKE	Jan'17	- Termly attendance reports to SLT & S&C. - Link governor monitoring.	- new 6 <sup>th</sup> form attendance policy in place. - Attendance above 95% in all year groups. - PA reduced to ≤6.4%.	- New attendance officer post. - Support service from BANES LA to develop strategy.	
Reduce persistent absence across all year groups, especially for disadvantaged students.		HKE	July'18				
Make greater use of attendance data across the school to celebrate high attendance and ensure early intervention below 93%.		HKE	July'17				
<b>3.2 Develop a school culture where students' attitudes to learning are exemplary across all subjects, in all year groups, including Post-16.</b>							
To review and simplify behaviour systems to ensure they are understood by all and applied consistently.		ESP	Jan'17	- Behaviour analysis reports to SLT & S&C. - Lesson observations. - Student voice.	- Internal isolations are reducing. - FTE ≤50 days per year. - Policy ratified. - Lessons flow uninterrupted.	- Whole staff consultation & CPD time. - Possibly, new behaviour analysis software.	
Ensure behaviour data is regularly analysed and shared, in order to identify trends and intervene early.		ESP	July'17				
Establish systems for rewarding positive attitudes to learning and behaviour choices for all students, including Post-16.		ESP	April'17				
Expand and enhance the student leadership structure to engage more students & increase influence.		ESP	July'18	- Minutes of meetings. - Annual report to students.	- Increased uptake from all year groups. - All students can articulate projects led by the student leadership group.	- AHT time. - St. leadership group budget. - Rewards budget.	
<b>3.3 Ensure provision for students' well-being and safeguarding is outstanding.</b>							
Continue developing a wide range of support services for students e.g. Thrive Hub, counselling, anger management.		HKE	July'18	- Annual safeguarding audit.	- Attendance increasing. - FTE reducing.	- YPSS, PP & SEN funding contribution towards external services.	
Further develop & implement the online safety curriculum so that all students know how to keep themselves safe.		HKE/GLI	Sep'17	- Student & parent voice.	- Fewer students requiring alt. provision.		
<b>3.4 Develop effective use of alternative provision to ensure a positive impact on outcomes for students at risk of disengagement.</b>							
Work with external partners to increase the sufficiency of alternative provision and ensure financial sustainability.		MGU	Sep'18	- No's on alt. provision.	- Reduced expenditure on alt. provision. - All students to achieve at least core subjects at KS4.	- Leadership time & capacity.	



			- Outcome data for students on alt. prov.	- No NEETS. - Students on alt. provision are able to access at least 5 GCSE subjects incl. Eng & maths.		
<b>3.5</b>	<b>Further develop our provision for careers guidance to raise aspirations and ensure students make informed choices at key transitions.</b>					
Develop a new 'in-house' careers service, providing impartial guidance on a broad range of progression routes.	HKE	July'17	- Line mgt minutes of careers advisor - Student voice. - Link governor monitoring.	- Students feel supported through all transition points. - No NEETS.	- Careers adviser post from Sep'16.	
Increase opportunities for students to make direct contact with employers to raise their awareness of skills and qualities required.	HKE	July'18				
Ensure students are well supported in finding routes to apprenticeships and develop a range of opportunities in school.	HKE	Sep'17				
<b>3.6</b>	<b>Develop the role of the tutor as a key aspect of the House system in order to both support and challenge students.</b>					
Ensure student outcome data and targets e.g. attendance & progress is easily accessible to tutors and used effectively.	ESP	Jan'17	- HL team minutes. - Tutor learning walks. - SLT learning walks.	- All tutor time activities are purposeful and students engage well. - Positive student voice feedback.	- HL time. - Training time for SIMS reports.	
HLs and SLT to frequently monitor the consistency of delivery of tutor time, supporting and challenging tutors as required.	ESP					

### Outstanding outcomes

Key Levers for success		Accountable to Governors 2016/17						Strategic Leader(s)
		T1	T2	T3	T4	T5	T6	
4.1	Raise achievement in science, especially core and additional science at KS4.		CLES		CLES			ALA/JWO
4.2	Raise achievement at KS4 so that progress 8 is greater than zero.		CLES		CLES			ELY
4.3	Rapidly close the achievement gap between students vulnerable to under-achievement (disadvantaged / SEND / alternative provision) and their peers.			CLES		CLES		APE/VMA
4.4	Raise achievement of the most able students at GCSE so that all students make at least 4 levels of progress across 8 subjects.			CLES		CLES		JWO
4.5	Raise achievement at Post-16 further so that all subjects exceed the progress expected nationally.	CLES			CLES			LBR

Key Actions for success		Strategic Leader	Timescale	Monitoring mechanism	Success Criteria	Resources	Evaluation (RAG)
<b>4.1</b>	<b>Raise achievement in science, especially core and additional science at KS4.</b>						
	Increase leadership capacity through appointment of Deputy Director, Leader of Post-16 and deployment of AHT T&L to work closely within science teams.	ALA/JWO	Sep'16	<ul style="list-style-type: none"> <li>- Tracking data &amp; moderation.</li> <li>- Lesson observations.</li> <li>- Work scrutiny.</li> <li>- Link governor monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>- Progress subject score <math>\geq 0</math> for all prior attainment bands.</li> <li>- Consistently good or better teaching across whole team.</li> </ul>	<ul style="list-style-type: none"> <li>- New DDL post.</li> <li>- AHT redeployed teaching capacity.</li> <li>- New TLR3 post.</li> <li>- Document cameras x 6.</li> <li>- KS4 assessment resources.</li> </ul>	
	Ensure teachers have high expectations of all students and are effectively held to account for the progress their students make.	ALA	July'16				
	Increase the opportunities for collaborative planning, delivery & scrutiny within the science team.	ALA/JWO	July'16				
	Improve ISA performance through additional modelling and off-timetable days so that all students achieve at least expected progress.	ALA	July'16				
	Use additional teaching capacity to provide intervention to KS4 disadvantaged students at risk of under-achievement.	ALA	May'16				
<b>4.2</b>	<b>Raise achievement at KS4 so that progress 8 is greater than zero.</b>						
	Adapt and embed the use of progress boards to take into account progress 8 performance so to inform intervention.	ELY	Jan'17	<ul style="list-style-type: none"> <li>- DL line mgt meetings.</li> </ul>	<ul style="list-style-type: none"> <li>- All DLs to understand WMR progress 8 boards.</li> <li>- JPD minutes show active discussion on progress of all KS4 groups.</li> <li>- All students have visited WMR to see progress 8 board &amp; discussed intervention.</li> </ul>	<ul style="list-style-type: none"> <li>- Faculty assistant time.</li> <li>- Faculty JPD time.</li> </ul>	
	Ensure the curriculum offer for all prior attainment bands maximises the chances of success within the progress 8 framework whilst balancing the interests of each student.	BRH	Sep'17	<ul style="list-style-type: none"> <li>- CLES minutes</li> <li>- Student progress 8 data.</li> </ul>	<ul style="list-style-type: none"> <li>- All prior attainment bands have progress 8 score <math>\geq 0</math>.</li> <li>- All students have 8 valid progress 8 entries (excl. exceptions).</li> </ul>	<ul style="list-style-type: none"> <li>- Staffing capacity monitored &amp; adjusted accordingly.</li> </ul>	
	Increase the progress of boys across all prior attainment bands by raising expectations, greater challenge, increasing parental engagement and ensuring students take ownership of their own progress.	ELY/BGR	Mar'17	<ul style="list-style-type: none"> <li>- Tracking data.</li> <li>- Sub-group monitored by BGR.</li> </ul>	<ul style="list-style-type: none"> <li>- Yr11 study skill evening well attended by target students.</li> <li>- Parents' evening attendance.</li> <li>- Boys' progress 8 <math>\geq 0</math>.</li> <li>- Homework completion rates increasing.</li> </ul>	<ul style="list-style-type: none"> <li>- SLT &amp; BGR time for monitoring &amp; intervention.</li> <li>- Rewards budget.</li> </ul>	

			<ul style="list-style-type: none"> <li>- Lesson observation.</li> <li>- Work scrutiny.</li> </ul>			
Support subject teams in switching from grade to number assessment models, ensuring assessment and moderation are accurate.	ELY	Jan'17	<ul style="list-style-type: none"> <li>- ELY, and DL Line managers monitor assessment plans.</li> <li>- DL line mgt minutes.</li> </ul>	<ul style="list-style-type: none"> <li>- DL's can clearly articulate their strategy for moderation &amp; tracking.</li> <li>- Moderation processes in place for each subject area prior to tracking points.</li> </ul>	<ul style="list-style-type: none"> <li>- PIXL CPD</li> <li>- Exam board CPD for DL's/ Key Stage coordinators.</li> <li>- DL meeting time.</li> <li>- Faculty JPD time.</li> </ul>	
Develop students study skills and resilience to improve their preparation for linear exams.	BRH/BGR	June'17	<ul style="list-style-type: none"> <li>- Attendance at study skills evening.</li> <li>- Student &amp; parent voice.</li> <li>- Mock exam performance.</li> </ul>	<ul style="list-style-type: none"> <li>- Mock exam performance &amp; tracking data shows improving progress figures.</li> </ul>	<ul style="list-style-type: none"> <li>- Revision resources for disadvantaged students from PP budget.</li> <li>- Time.</li> </ul>	
<b>4.3 Rapidly close the achievement gap between students vulnerable to under-achievement (disadvantaged / SEND / alternative provision) and their peers.</b>						
Establish 'diagnosis – therapy – testing' protocols so that all academic interventions are sharply focussed on individuals' needs, time-phased and impact is continually evaluated.	BRH/APE/VMA	July'17	<ul style="list-style-type: none"> <li>- Observation of interventions.</li> <li>- Line mgt minutes.</li> </ul>	<ul style="list-style-type: none"> <li>- Interventions are planned on the basis of ind. needs.</li> <li>- All interventions are regularly evaluated &amp; adapted.</li> </ul>	<ul style="list-style-type: none"> <li>- Intervention leaders time.</li> </ul>	
Complete a full review of PP intervention strategies to measure impact and adjust spending accordingly.	APE/BRH	Jan'17	<ul style="list-style-type: none"> <li>- CLES &amp; Resources minutes.</li> <li>- SLT minutes.</li> </ul>	<ul style="list-style-type: none"> <li>- New disadvantaged students' action plan in place.</li> <li>- Attainment of disadvantaged students continues to rise.</li> <li>- Gap in progress &amp; closes with peers nationally.</li> <li>- Successful strategies are expanded.</li> </ul>	<ul style="list-style-type: none"> <li>- PP budget.</li> <li>- SEN budget.</li> </ul>	
Establish a new staffing & leadership structure in ILD.	MGU	Sep'16	<ul style="list-style-type: none"> <li>- Staffing &amp; TLR structure</li> </ul>	<ul style="list-style-type: none"> <li>- New SENDCo supported in transition.</li> <li>- New HLTA post established.</li> </ul>	<ul style="list-style-type: none"> <li>- SEN budget.</li> </ul>	

				<ul style="list-style-type: none"> <li>- External support established.</li> <li>- New TA contracts increase CPD &amp; planning time.</li> <li>- Faculty based TA system established.</li> </ul>		
Develop a mixed model of TA deployment with increasing subject specialism to support students in the core academic subjects.	VMA	Dec'16	<ul style="list-style-type: none"> <li>- ILD &amp; EBacc faculty minutes.</li> <li>- TA observation.</li> </ul>	<ul style="list-style-type: none"> <li>- TAs based in EBacc subject areas develop an increased confidence &amp; understanding of curriculum.</li> <li>- Increased impact on SEN students in KS4.</li> </ul>	<ul style="list-style-type: none"> <li>- SEN budget.</li> <li>- SENDCo &amp; DL monitoring time.</li> </ul>	
<b>4.4 Raise achievement of the most able students at GCSE so that all students make at least 4 levels of progress across 8 subjects.</b>						
Develop and embed a new most-able policy to ensure practice is consistent across the school.	JWO	Dec'16	<ul style="list-style-type: none"> <li>- CLES minutes.</li> <li>- Tracking data.</li> <li>- Lesson obs &amp; work scrutiny.</li> </ul>	<ul style="list-style-type: none"> <li>- New policy approved.</li> <li>- Lesson observations show high stretch &amp; challenge.</li> <li>- More able disadvantaged students' progress is in line with their non-disadvantaged peers.</li> </ul>	<ul style="list-style-type: none"> <li>- AHT time for monitoring &amp; coaching staff.</li> <li>- Data team time.</li> <li>- PP budget.</li> </ul>	
Develop metacognition and ensure students take ownership of their learning and progress in order to develop greater levels of independence.						
Deliver high quality training on the use of Blooms taxonomy to stretch and challenge within the TEEP cycle.	JWO	Sep'16	<ul style="list-style-type: none"> <li>- Lesson observation.</li> <li>- Work scrutiny.</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson observations show effective planning of Bloom's</li> </ul>	<ul style="list-style-type: none"> <li>- CPD time.</li> </ul>	
Ensure the curriculum offer and careers guidance is aspirational and challenging for most-able students.	BRH	Sep'17	<ul style="list-style-type: none"> <li>- CLES minutes.</li> <li>- Tacking data.</li> <li>- Careers report summary.</li> </ul>	<ul style="list-style-type: none"> <li>- Tracking of high prior attaining students <math>\geq 0.2</math>.</li> <li>- Increased EBacc entry and achievement.</li> <li>- Increased proportion of A*/A (or 9-7) grades.</li> </ul>	<ul style="list-style-type: none"> <li>- Staffing allocation as required for curriculum design.</li> </ul>	
<b>4.5 Raise achievement at Post-16 further so that all subjects exceed the progress expected nationally.</b>						
Raise the achievement of students on A Level courses with average grade B at GCSE.	LBR	Sep'17	<ul style="list-style-type: none"> <li>- ALPS report</li> <li>- L3VA</li> </ul>	<ul style="list-style-type: none"> <li>- ALPS report shows improved T score for students with GCSE B grade entry profile.</li> </ul>	<ul style="list-style-type: none"> <li>- Post-16 T&amp;L group time.</li> <li>- CPD time.</li> </ul>	
Increase the number of students achieving A-B grades in (remaining) AS courses.	LBR	Sep'18	<ul style="list-style-type: none"> <li>- Student tracking.</li> </ul>			

Raise achievement of Year 12 students in maths & sciences by improving transition support and differentiation.	LBR	Sep'17		<ul style="list-style-type: none"> <li>- L3VA at least in line with national for all AS subjects, incl. maths &amp; sciences.</li> <li>- All Post-16 students to have achieved GCSE grade 4 or above by end Yr13.</li> </ul>	<ul style="list-style-type: none"> <li>- AHT monitoring time.</li> </ul>	
Raise achievement in GCSE maths retake.	LBR	Sep'17				