

The John of Gaunt School School Improvement Plan 2019-20



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.



Strategic Priorities 2019 2020

OFSTED 2018 next steps

Leaders and those responsible for governance should ensure that:

- All pupils **attend** regularly and that persistent absence is rare (Priority 1,2,5,6)
- Teachers build on existing good practice to secure **consistently good progress** for all pupils, especially **Disadvantaged pupils** and those with low prior attainment (Priority 2,3,4,5,7)
- the **quality of teaching** across the school is consistently good. (Priority 3,4,6,7)

All priorities include a strong focus on **raising expectations and raising the achievement of disadvantaged students.**

School Improvement Priorities		Success criteria	Monitored by Governors 2019/20					
			T1	T2	T3	T4	T5	T6
1	Increase whole school attendance . Ensure persistent absence and lateness is rare.	- 96% overall attendance - 96% disadvantaged attendance - ≤10.0% persistent absence	S&C	S&C	S&C	S&C	S&C	S&C
2	Raise outcomes across KS2-4, especially middle prior attaining students, disadvantaged and boys.	Yr 11: P8 ≥0, PP P8 ≥0, 4+ Basics 66%, 5+ Basics 43% Post 16: L3VA above 0 for A level and Applied, A*-E 100%, A*-C 80%, A* - B 53%, no subjects sig-	CLES	CLES	CLES	CLES	CLES	CLES
3	Increase the impact of the curriculum on student outcomes at all levels			CLES		CLES		CLES
4	To ensure high expectations lead to consistent high quality T & L , resulting in improved students' progress.			CLES		CLES		CLES
5	To create a culture of high expectations that leads to disruption free learning .	T4 100%, T4 100%, T6 100% of lesson observations disruption free learning, 90% of staff and students demonstrate positive surveys. 100% in correct uniform.		S&C		S&C		S&C
6	To ensure a high quality experience for students and staff.	Increase numbers into Year 7 and Post 16 by 10%. Capital improvement programme to continue. 95% of students 'enjoy' school. ≤ 90% staff leave.		S&C		S&C		S&C
7	Increase the impact of leadership on student outcomes at all levels.	Balanced budget achieved, new alternative protocols agreed, MAT pathway mapped, no safeguarding weaknesses identified.			BoG			BoG



Priority 1 – Increase whole school attendance . Ensure persistent absence is rare												
T1	A	T2		T3		T4		T5		T6		
Focus	Key Actions			Strategic Leader	Monitoring mechanism	Success Criteria			Resources			
Attendance & Persistence Absence	To work with attendance team to identify PA students early in September. To work proactively with students, families and outside agencies.			BRH	- ZPE meeting EWO meeting -Tracking sheet -SLT/HoY LM meet -SLT meet	- Reduced numbers of students on the target lists for all year groups - All PA families contacted regularly throughout the year. - Attendance for target list 95%+			- ZPE time - Year team time - EWO support			
Data: used to target key groups - girls - PP	1.1 Refine the use of attendance data across the school, including the pastoral teams.			BRH / LBA	- tutor learning walks - SLT meeting reports	- 96% overall attendance - 96% disadvantaged attendance - ≤8% persistent absence - current gap between boys and girls attendance closing			- Data team time - Year team time			
	1.2 Continue to develop the attendance dashboards for each year group, regularly analysed by SLT and year teams.			BRH								
Rewards	1.3 Embed the focus on attendance in the celebration assemblies for all year groups including improvement as well as consistent high attendance.			HKE / BRH	- Assembly delivery						- Year team time in assemblies	
Proactive interventions	1.4 Deliver & evaluate a wide range of attendance interventions to increase engagement.			HKE / BRH	- SLT mtgs - S&C govs							Pupil Premium funding
	1.5 Develop return to school 'supportive interview' process with pastoral team members.			BRH	- HOY mtgs - Yr team mtg - Attendance team mtg				- Tutor & attendance officer time			
Engagement	1.7 Increase engagement of parents to remove attendance barriers e.g. sleep.			HKE	- Parent voice - SLT meeting				Commission external charity			
	1.8 Work with key primary feeder schools to build relationships with families and intervene early.			HKE	- Student voice				Attendance officer time House Leader time			
POST 16												
Data Used to target individuals	1.1 For P16 attendance to be at 96% or above. Use data to monitor individuals in line with the whole school policy and strategies.			LBA	-Tutor learning walks and feedback	-Attendance to be at 96% or above overall.			-Year team time -P16 Management team time			



			-Student Voice		
Staged attendance intervention	1.2 Team to create and implement an intervention system where PA is a concern.	LBA	-Attendance Policy in place.	- Attendance Policy for P16 students to be created and approved by governing body.	-P16 management time. - S & C to approve?



Priority 2 – Raise outcomes across KS2-5, especially middle prior attaining students, disadvantaged and boys.					
Focus	Key Actions	Strategic Leader	Monitoring mechanism	Success Criteria	Resources
Tutor Time	Tutor time has been restructured to enable years 10 and 11 to focus on Hegarty Maths, self-quizzing using knowledge organisers and academic mentoring support. Students in years 7 -9 will be read to every tutor time from a literary canon, chosen to improve their vocabulary and cultural capital.	LHA/SAM	-Hegarty Maths Impact Reports -Learning walks -Academic mentoring records	-Students' results in Maths mock and final GCSE exams improve. -Students' planners reflect ongoing revision	-Hegarty Maths -Termly knowledge organisers -Planners -Academic mentors
Interventions	After-school interventions co-ordinated and timetabled as 'period 6' to enable easier and broader access for students.	LHA	-Timetable of all revision sessions -Attendance registers	-Student attendance at period 6 is >80% -Students' mock/GCSE results improve in targeted subjects.	-Volunteer staff to run sessions -Budget for rewards
Data	Data scrutinised to pinpoint curricular and timetabling issues that are limiting students' progress. SLT and LM Meetings with DLs maintained to prioritise Year 11/Post 16 outcomes.	LHA / ELY	-Tracking data -Minutes from SLT and LM Meetings -Students' intervention time is maximised	-Progress 8/SPI scores for students improve. -SLT have increased knowledge of range of GCSEs and can effectively challenge and support as required.	-Meeting time for discussions -SLT/DL time for data analysis
Tutoring	Priority students selected for small group tutoring in Maths and English.	LHA	-Attendance registers. -Tracking data.	-Targeted students achieve their targets in Maths and English GCSEs.	-Budget for tutoring -Time needed for sessions
Study skill / mastery	Memory recall techniques embedded across the curriculum for all years. Knowledge organisers/planners used as the basis of homework and low stakes quizzing. Planners have been re-designed for students to record daily self-quizzes.	LHA / SAM	-Lesson observations -Learning walks -Student voice -Book looks	-Students' success at low stakes quizzing increases. -Knowledge organisers used effectively in tutor times. -Students' planners reflect independent self-quizzing	-Staff time to produce termly knowledge organisers. -Tutor time sessions.



Priority 2 – Raise outcomes across KS3-5, especially middle prior attaining students, disadvantaged and boys.										
T1	A	T2		T3		T4	A	T5		T6
Focus	Key Actions			Strategic Leader	Monitoring mechanism	Success Criteria			Resources	
Least-able & SEN (also see T&L priority 3 actions)	2.1 Increase intervention strategies for SEN (& disadvantaged) students through effective deployment of TAs.			VMA	- ILD & EBacc faculty minutes. - TA observation.	- TAs based in EBacc subject areas develop an increased confidence & understanding of curriculum. - Increased impact on SEN students in KS4.			- SEN budget. - SENDCo & DL monitoring time.	
	2.2 Maintain Accelerated Reader provision for the least-able students in KS3. Students reading below chronological age to follow the SRA corrective reader program in addition to AR.			SAM	- Star test results - Reading logs	- Least able KS3 students increasing reaching age related expectations in reading			- AR site license	
	2.3 Review impact of catch-up strategies in KS3 and ensure evidence based interventions lead to high impact.			VMA / SAM	- Yr7 tracking	- Least able KS3 students increasing reaching age related expectations in Eng & Maths.			- Catch-up Premium.	
	2.4 Review the KS4 curriculum options for LPA students.			BRH	- Progress data for LPAs.	- Increased number of options (Statistics, photography, social sciences) - Attendance (96+%) & engagement (AtL average 3) - A8 & P8 increase to National average +			- Possible cost of including option choices linked to staffing & equipment	
Disadvantaged boys	2.5 Establish 'diagnosis – therapy – testing' practice so that all academic interventions are sharply focused on individuals' needs. Ensure relevant curriculum areas build Disadvantaged and Boy related strategies in their work			BRH/APE/VMA	- Observation of interventions. - Line mgt minutes.	- KS4 Curriculum cycles are created and established in Years 10 & 11 - Tracking spreadsheets are used in all subject areas - GEM weeks & Interventions are planned on the basis of ind. Needs highlighted from tracking - All GEM & interventions are regularly evaluated & adapted in JPD meetings			- Intervention leaders' time.	
	2.6 Complete an internal review of PP intervention strategies to measure impact and adjust spending accordingly. (internal review by Feb'19)			BRH/LHA	- CLES & Resources minutes. - SLT minutes.	- New disadvantaged students' action plan in place. - Attainment of disadvantaged students continues to rise. - Gap in progress 8 closes with peers nationally. - Successful strategies are expanded.			- PP budget. - SEN budget.	



	2.7 Increase capacity & impact of academic mentoring across all year groups.	BRH	<ul style="list-style-type: none"> - Tracking data. - Attendance data. 	<ul style="list-style-type: none"> - Year 11 students appraised, HAP, MAP & LAP groups are selected - PP mentors select students depending on student characteristics and mentor strengths - Meetings (formal/informal) with DLs & SLs twice a term 	<ul style="list-style-type: none"> - PP, SEN, Staffing budget. - DS team time.
Curriculum	2.8 Embed the new GCSE specifications ensuring robust assessment & moderation across all subjects.	BRH	<ul style="list-style-type: none"> - Faculty JPD minutes. - DL line mgt minutes. 	<ul style="list-style-type: none"> - Whole-school KS4 Learning cycles created. (Jan '19) - Schemes of work in place in all subjects (March'19) - Assessment models in place in all subjects (March'19) 	<ul style="list-style-type: none"> - Pixl resources. - Faculty budgets. - New exam course budget.
	2.9 Develop the curriculum offer for all prior attainment bands to maximise the chances of success within the progress 8 framework whilst balancing the interests of each student.	BRH	<ul style="list-style-type: none"> - CLES minutes - Student progress 8 data. 	<ul style="list-style-type: none"> - All prior attainment bands have progress 8 score ≥ 0. - All students have 8 valid progress 8 entries (excl. exceptions). 	<ul style="list-style-type: none"> - Staffing capacity monitored & adjusted accordingly.
	2.10 Design & implement a new sequenced KS3 assessment cycle model with robust assessment & GEM weeks.	BRH	<ul style="list-style-type: none"> - Faculty JPD minutes - DL LM minutes - Tracking 	<ul style="list-style-type: none"> - Consistent delivery within faculties - Effective assessment, moderation in all subjects - Effective GEM weeks increase progress levels and rates in all subjects - 75% of students meeting targets 	<ul style="list-style-type: none"> - JPD time for KS3 - ML/DL meeting time
Study skills	2.11 Develop students study skills, recall & resilience to improve their preparation for linear exams, especially boys.	LHA	<ul style="list-style-type: none"> - Attendance at study skills evening. - Student & parent voice. - Mock exam performance. 	<ul style="list-style-type: none"> - Mock exam performance & tracking data shows improving progress figures. (Nov '18) - P8 predictions and summer results have a positive value - Students can articulate their own revision strategies. - Recall strategies regularly used as starters & plenaries. - Exam practice in the majority of lessons observed - Inclusion in KS4 GEM weeks 	<ul style="list-style-type: none"> - Revision resources for disadvantaged students from PP budget. - Time.
Exam results to be in line with or above national average	2.12 Analysis of exam performance data and the production and analysis of timely tracking data, informs governors, senior leaders, middle leaders and teachers of curricular areas of strength and	ELY	<ul style="list-style-type: none"> Tracking points Data analysis used and shared at SLT 	<ul style="list-style-type: none"> Overall A8 > national and P8 > 0. Progress 8 of middle ability, disadvantaged & boys > national. Progress gap between disadvantaged students and all students closes to 0. 	<ul style="list-style-type: none"> Maintain subscriptions to FFT, SISRA and ALPS. Temp worker to assist exam/ data team in the setting



	weakness and enables the planning of suitable intervention in the classroom and after school. Suitable targets are set for students in years 9-11 each year that ensure raised and high expectations of all.		and governors' meetings.		up of new KS3 assessment system, enabling the team to set up newKS4 and 5 tracking procedures and maintain current ones.
	SEN students. Intervention programmes – literacy at KS3 ensure all students able to read at chronological age.	SAM			
POST 16					
1.1	To raise outcomes for students entering with grade A (7/8/9) at GCSE.	LBA	-Tracking data -Test results -Student voice -Exam results	- To have an ALPS score of 5 or above for students entering at this level. -For this quintile to not be highlighted on the IDSR for 2019 exam results -To work with DLs to generate regular opportunities for gifted students in their subject areas. -To encourage DLs to offer A* exemplars.	-DL time. -Teachers' time. - Financial for resources.
1.2	To monitor and provide intervention for students with ALPS target grades of D and E or students who have teacher tracking at those grades	LBA	-Tracking data -Staff voice -Student voice -Lesson drop ins/observation	- To deploy the academic mentors to focus on this group from the start of the academic year with regular one to one meetings. -To use tracking data to establish new groups and successes. -File checks to check organisation and completion. -Regular dialogue with subject teachers to make sure these students are making progress.	- Academic mentor time.
1.3	To work with Science to get better outcomes for Year 12 students in Biology and Chemistry.	LBA/ALA	-Tracking data -Exam results	-For AS Biology and Chemistry to have a higher VA score than in 2019. -To eradicate the number of U grades in these subjects.. - To look at what can be done to support students entering with target grades of C and below. -To consider whether there is enough supported differentiation for these students. -To conduct student voice.	- Science Faculty time. -Money for resources?



1.4	All subjects to be as a minimum in line with NA	LBA		
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Priority 3 – Increase the impact of the curriculum on student outcomes at all levels					
		T3	A		
Focus	Key Actions	Strategic Leader	Monitoring mechanism	Success Criteria	Resources
3.1	Implement KS4 learning GEM cycles.	BRH	Faculty JPD minutes - DL LM minutes - Tracking	- Consistent delivery within faculties - Effective assessment, moderation in all subjects - Effective GEM weeks increase progress levels and rates in all subjects - 75% of students meeting targets	-DH/AP/DL time. -Teachers' time. -Learning walks - Financial for resources.
3.2	Review the current provision and impact of the KS3 and KS4 learning cycles.	BRH	Faculty JPD minutes - DL LM minutes - Tracking -Quality Assurance -Relevant external reviews	- Rigorous review cycles with analysis of findings - Completion of review meetings with all ML/DL Completion of parental and student voice - Consult and discuss with Governors - All students have 8 valid progress 8 entries (excl. exceptions).	-DH/AP/DL time. -Teachers' time. -Learning walks -DL/ML Meeting time -Financial for resources and external consultation
3.3	Review the KS5 curriculum needs, in light of the separation from the Post 16 partnership with Clarendon Academy.	BRH /LBN/ ELY	-Documentation created for all stakeholders, for appropriate scrutiny.	- Consultation with all stakeholders - Modelling various curriculum programmes - Financial and staffing review into feasibility	-DL / ML meetings -Potential increase in staffing -Financial for resources and external consultation -Time for visits Finance to cover staff
3.4	Research the most effective KS3 and KS4 curriculum models relevant to JOG	BRH / ELY	-Documentation created for all stakeholders, for appropriate	- Consultation with all stakeholders - Modelling various curriculum programmes - Financial and staffing review into feasibility	-Time for visits Finance to cover staff



			scrutiny.		
3.5	Implement and personalise any of the research findings into KS3 and KS4 if required.	BRH /ELY			-Time for visits Finance to cover staff

Priority 4 – To ensure high expectations lead to consistent high quality T & L , resulting in improved students' progress.						
	T2	A		T4	A	
Focus	Key Actions		Strategic Leader	Monitoring mechanism	Success Criteria	Resources
DDIs	Developmental Drop-Ins (DDIs) occur for all teaching staff on a twice termly basis; these are focused incrementally on the six JOG Essentials of T&L.		LHA	-Staff voice -Student voice -Lesson observations -Book looks -Learning walks	-Records on SISRA Observe indicate that all teaching staff have been coached twice a term. -Staff survey indicates that teachers feel more supported. -Greater consistency in T&L as gauged by learning walks and book looks.	-SLT/LP time for drop ins
T4W	T4W strategies embedded throughout all curriculum areas by writing into schemes of work. Best practice showcased, and training offered on various aspects of the toolkit e.g. vocabulary work, deconstruction and co-construction of texts, use of model answers, memory tools like text mapping and mime.		LHA / SAM	-Book looks -Lesson observations -Learning walks -Project team feedback -CPD delivery (e.g. in briefings)	-Students quality of extended writing improves, as measured by internal and external data. ->90% of medium term plans to feature T4W strategies by July 2020	-Project team time -Julia Strong CPD -Twilight training sessions -Briefing slots (whole school and faculty) -Visualisers
JOG Essentials	JOG Essentials form the basis of the CPD programme for 2019-20. DDIs are based around developing consistency in each of the six areas. New lesson format is underpinned by the JOG Essentials, and is monitored through learning walks and DDIs.		LHA	-Book looks -Learning walks -DDIs	-For quality assurance processes within the school to indicate that the quality of teaching is consistent with the JOG Essentials in at least 85% of lessons by July 2020.	- JOG Essentials and lesson format documents. -Calendared CPD time, to include DDIs.
Feedback	In-depth feedback to students is timed according to learning cycles, and is in line with the TFW methodology of 'Cold' and 'Hot' tasks.		LHA	-DDIs -Learning walks - Book looks	- Book look evidence shows consistent practice in all subjects.	- DL meeting time. - CPD time.



	Diagnostic marking used to identify gaps in students' understanding/misconceptions, thereby shaping content of future lessons.	LHA	- Student voice - CPD on diagnostic marking	- Learning walks/DDIs reveal evidence of high impact diagnostic and live marking.	
	Live marking occurs at every opportunity within lessons, and is featured as a key aspect of the JOG lesson format.	LHA			
Modelling	Teachers effectively model exemplar work and expectations as part of the JOG lesson format.	LHA	- Learning walks - DDIs - Book looks	- Students can articulate what excellent work looks like for all learning activities.	- Visualisers - Subjects to create bank of exemplars in all year groups
CPD	Secure 'Quality First Teaching' for LPAs and SEN students through relevant training for SEN needs.	LHA / VMA	- DDI reports on Essential 3 - CPD records. - SEN outcomes. - Faculty LM Minutes/Reviews	- Adaptive teaching understood and being developed across faculties. - Progress of SEN students at KS4 increases.	- CPD budget. - SENCO time
	Link CPD programme to appraisal and ensure planning is reactive to emerging needs from monitoring activities.	LHA	- DDI summary reports - CPD evaluations	- Successful appraisal annual reviews. - Quality of T&L improves across all subjects.	- CPD budget - Calendared CPD to reflect staff needs.
Appraisal	Develop and introduce SISRA Observe as the recording and monitoring tool for quality assurance and appraisal.	LHA	- SISRA Observe records and reports	- Staff voice indicates greater engagement with appraisal process. - Patterns of strength and weakness can be more efficiently tracked and acted upon.	- SISRA Observe - Calendared CPD time
	Continue whole school work sampling sessions so that book looks inform planning, and feedback becomes more impactful.	LHA	- 3 x whole school book looks	- All teachers are providing impactful feedback in line with learning cycles. - GEM work leads to improved quality of work.	- Directed time for book look activities.
	Increase the analysis and subsequent actions following DDI cycles.	LHA	- All teachers have twelve DDIs per year (termly cycles) - Analysis report following each DDI cycle, with related actions. - Interim reviews	- Whole school and subject analysis show consistently strong teaching. - Effective support plans in place for those not meeting the school's expectations.	- Calendared CPD time. - SLT/LP capacity.



			- Annual review performance summary		
POST 16					
	To continue working with the Clarendon Academy on curriculum, delivery and QA.	LBA/BRH	-P16 review -Lesson observations -JOG/Clar steering group meetings	- To continue regular fortnightly steering group meetings. -To include RP and PS in these meetings on a regular basis. -To develop a robust QA calendar that is applied in both schools.	- Leadership time.
	To develop the use of private study time.	LBA	-Climate walks -Student voice -Student outcomes	-To build resources for each subject that are up to date for the new specifications.	-DL time.
	To embed T4W in the Sixth Form	LBA/LHA	-Lesson observations -Learning walks -Student voice	- For all Faculties to build resources to support T4W at KS5. - T4W strategies to be seen in folders and lesson observations eg model answers provided./Boxing up/Magpie exercises seen. -	- Faculty time needed for this.
	For all subjects to perform in line with national. To get more subjects exceeding national.	LBA	-Tracking data. - Work scrutinies - Exam data	-More subjects exceed the national performance based on SISRA data. -For subjects who have exceeded the national (eg Sociology) to share good practice.	- CPD time. Briefing?



Priority 5 – To create a culture of high expectations that leads to <i>disruption free learning</i> .							
		T2	R	T4	A	T6	AG
Focus	Key Actions	Strategic Leader	Monitoring mechanism	Success Criteria	Resources		
Strategy	4.1 To revise behaviour policy and related systems in order to ensure lessons are disruption free and students feel safe within school	HKE	- Behaviour analysis reports to SLT & S&C. - Lesson obs. - Student voice. -Staff Voice.	Lessons are disruption free All stakeholders report an improvement in all aspects of student behaviour.	- Whole staff consultation & CPD time. - Behaviour analysis dashboards.		
Systems	4.2 Ensure behaviour data is regularly analysed and shared, in order to identify trends and intervene early.	HKE / BRH	- Termly S&C reports – behaviour and isolation room data - Student, staff & parent voice - Use of rewards monitored	- Year group report updated termly - Decreasing trends of behaviour incidents in all year groups by Sept 19 - Tutors actively engaged in behaviour data & intervention. - Students report positive feedback about school rewards system that is relevant to them. -Students do not use mobile devices as defined by the new policy. -Staff and student voice report an improvement in whole school behaviour	- time to analyse behaviour - rewards budget to be agreed and implemented - purchasing of new software (Class Charts) and related training time and time to set up software		
	4.3 School to be a mobile device ‘free zone’ for students in Y7 – 11						
	4.4 Implementation of new system to record behaviour and rewards						
Alternative Provision	4.5 Develop a system within school which enables isolation to support disruption free learning and which addresses the needs of students who have ongoing challenging behaviour	HKE	- Data analysis and Regular reporting to SLT / S & C Gobs - Weekly review meetings with at least 1 member from each year team present	Number of students in isolation reduces over time Number of FTE reduced over time Timetable of interventions available for identified students	- Forest schools project costs - Training for SDT staff to deliver intervention		



	4.6 Review of premises used for onsite behaviour support to improve the team communication, structure and effectiveness for the pastoral teams	HKE / PSK / MDO / NRE	Pastoral and behaviour support hub in place	Student support is enhanced SDT voice indicates that systems have been improved	Cost of relocation including infrastructure.
Engagement Culture & House involvement	4.7 Work with external partners to increase the sufficiency of alternative provision and ensure financial sustainability.	HKE/PSK	- No's engaged with alt. provision. - Outcome data for students on alt. prov.	- Reduced expenditure on alt. provision. - All students to achieve at least core subjects at KS4. - No NEETS. - Students on alt. provision are able to access at least 5 GCSE subjects incl. Eng & maths.	- Leadership time & capacity.
	4.8 Review of the Local Authority Service Level Agreement (SLA) in relation to ongoing costs for external alternative provision and assessment of appropriate availability to meet the needs of all students (including KS3)	HKE/PSK /NRE (Govs)	Monitoring of costs for all external provision	Decision made regarding continuation of participation in the SLA	Time to undertake complete and through cost analysis of SLA participation 'v' non participation
Exclusions	Reduction in the number of fixed term exclusions	HKE	Monitoring, proactive therapy and potential short term alternative provision	Reduction in overall number Reduction in the number of students involved Reduction in all SPIG groups All to be below National Average	-Monitoring and therapy intervention
Departmental self-evaluation and action planning	FIP tied into SIP JPD tied into FIP/SIP Appraisal linked to above	BRH	Faculty review cycle Minutes LM meeting	-All faculties carry out a full or interim review during the year - Systems and SoW in place to ensure positive observations from all teaching staff A8 / P8 in-line \geq national	-Provision of external subject specialists Support and models to ensure high quality FIP
Anti-Bullying Focus	To achieve national recognition for the anti bullying work strategies within the school.	HKE	Monitoring and costs	-Recognition award gained -Reduction of number of bullying incidents	-Appropriate national award identified -Time for application
Reducing Instances of bullying behaviour at	To review, develop and enhance existing approaches to prevent and respond instances of bullying behaviour	HKE	Reporting on class charts Student, staff and parent survey responses	Number of bullying incidents reduced All surveys report an increase in the number of respondents reports that students feel safe in school and know	Cost of staff to supervise Diana Award Anti bullying ambassadors



The John of Gaunt School				what bullying behaviour is and are confident that the school is able to respond to instances of bullying effectively	Time from pastoral staff to train and then support the program
1.1	To ensure there is a positive working atmosphere in the study rooms. To explore use of "golden time".	LBA/JDU	Climate walks Student voice Staff voice	-Academic mentors to be used to ensure the atmosphere is positive. - Faculties to provide a list of resources students could use in their study time. -JDU to explore use of golden time with P16 student leadership group and to facilitate this.	Department time

Priority 6 – To ensure a high quality experience for students and staff.											
T1	A	T2	A	T3	A	T4	A	T5	A	T6	A G
Focus	Key Actions			Strategic Leader	Monitoring mechanism	Success Criteria			Resources		
Marketing	Sharpen up branding, maintain name and logo and develop consistent theme for all marketing			PSK	New branding implemented across of corospondance	-Implementation of new of new theme during academic year 2019/2020			£5K - £10K		
Display boards	Removed or minimised to a high quality			NRE/PSK	New boards installed	-Old boards removed and new boards designed and installed			£2,500		
Building development	Commission on external audit to align 5 year capital plan			NRE/PSK	Accomplishment of the bid	Plan completed with timeline agreed with governors for implementation.			£5,000		
Capital bids	Successful CIF Bid			NRE/PSK	Achievement of the bid	-Successful CIF bid, focussing on replacing the sportshall roof					
Digital media	Digital media to be explored and where relevant implement.			PSK		-Implementation if social media platform to share positive stories with parents					
Activities week	Whole school activities week to include meaningful, culturally enriching experiences for all, both on and off school site			LBA	-Registers -Questionnaires	-100% of students attend an off site activity -100% of students engage with activities					



Employers	Enhanced use of local employers in school. Identify curriculum opportunities for students to have face-to-face contact with local employers.	LBA			
Student Leadership	Review current opportunities for student leadership and develop new opportunities both academically and pastorally.	LBA			
Careers	To become the first school in Wiltshire to achieve the GATSBY Benchmark for careers	LBA/AL N	Achievement status	To achieve the GATSBY benchmark in 2019 2020	
POST 16					
1.1	To use Twitter further to promote 6 th form activities.	JDU	-Twitter being used. -Student feedback -Parent feedback	-Twitter to be set up and regularly updated with P16 news. -A range of posts that reflect the whole curriculum and the whole experience.	
1.2	To promote the 6 th form further through student leadership that is utilised throughout the school.	LBA and JDU	-Assemblies -Activities -Student Leadership notices	- Assembly slots. - Regular meetings - Publication of our work.	
1.3	To get a deal with a local gym to promote health and well-being.	JDU	-Favourable deal established between school and local gym.	- Deal established. - Students using the gym. - Students getting regular exercise.	

Priority 7 – Increase the impact of leadership on student outcomes at all levels.					
		T3	A		T6
					A
Focus	Key Actions	Strategic Leader	Monitoring mechanism	Success Criteria	Resources
Safeguarding	6.1 Continue developing a wide range of support services for students e.g. Thrive Hub, counselling, anger management.	HKE	- Annual safeguarding audit. - Student & parent voice.	- Attendance increasing. - FTE remain below national. - Fewer students requiring alt. provision.	- YPSS, PP & SEN funding contribution towards external services.
	6.2 Review and develop a new appraisal system for support staff, supporting and holding individuals to account.	EGR	- Annual review summary. - Staff voice.	- All support staff complete appraisal. - New policy in place. - ≥80% of targets met.	- CPD budget. - Support staff meeting time.



				- Inc. CPD offer for support staff.	- Line managers' time.
Partnerships	6.3 Governors to lead the exploration of MAT options and establish the most appropriate solution long-term stability and school improvement.	PSK	- governors' working party.	- Full stakeholder consultation. - Governors decision.	- Governor time.
	6.4 Embed the Post-16 partnership arrangement with Clarendon Academy, ensuring effective QA of joint provision.	BRH/LBR	- Post-16 leadership & governance group minutes. - Post-16 review (Jan'18)	- 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.
Governance	6.5 Further increase capacity within key areas of finance, HR, legal and business through targeted recruitment and training. (Sep'18)	PSK / Chair	- 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.
	6.6 Increase communication between the governing body and all stakeholders (students, parents, staff, community) in order to monitor effectiveness of the school.				
Finance	6.7 Establish a balanced budget position to ensure financial sustainability whilst continuing to invest surplus funds intelligently.	NRE/PSK	- Resources govts. minutes	- In-year balanced budget set for 2019 20 - Agreed range for cash reserves with strategy for further investment in place by Feb'19	- Resources meeting time
CPD	6.8 Ensure high quality training provided for leaders at all levels to increase impact and staff retention.	LHA	- CPD report to SLT & governors - Exit interviews	- Strong staff retention of middle leaders. - Student outcomes improve.	- CPD budget - Time for collaborative planning
POST 16					
1.1.4	See above re partnership with The Clarendon Academy.	LBA and BRH	- 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
1.2	Using the WIN to target vulnerable students with careers provision.	LBA	ACR in once a week to work with identified students. -LBA to be ACR's "line manager" in school.	- The majority of WIN students have an individual meeting with Andrew and a 1 hour careers interview with Louise from Careerpilot. -Student Voice from the students regarding future aspirations.	-Dedicated space in school for ACR when in. - Time to support ACR with admin.



				- Students to be offered university outreach opportunities.	
1.3	To continue to promote Access to Bristol, On Track to Bath and Reading Scholars	LBA	Opportunities offered to students. Opportunities taken by students.	-Some students to take part in these outreach activities. -Student voice re the experience.	
1.4	To harness the Thrive expertise for inset on mental health.	LBA	To provide some inset for P16 tutor team re mental health.	-Stacey Faulkner to provide inset to our tutor team on how to support students with mental health through our use of conversation and language used.	

