

**Prince William School**  
**School Improvement and Development Plan**  
**Incorporating the Post-Ofsted Action Plan**

Targets: KS4 Progress 8 0.4 overall, > -0.3 for disadvantaged. KS5 positive progress score

**Priority 1: To improve the effectiveness of leadership and management to a consistently good standard across the school**

**SLT Strategic Lead: E Dormor.**

Objective What do we want to achieve?	Actions What will we do?	Resp	Time scale	Resources	Monitoring Activities How will we check it's happening?	Intended impact What do we hope will happen?	Success criteria and Milestone targets How will we know we're succeeding?	Progress (RAG)	Comments/ Evidence
1.1 To establish clear roles and responsibilities for SLT and XLT and monitor the work of them rigorously, ensuring all leaders thoroughly evaluate the quality of provision for which they are responsible.	Create clear SLT and XLT roles and responsibilities structure which is agreed and 'bought in to' by all.	EDO	By 21/7/17	EDO time	Share with all staff and display on website.	Everyone knows exactly who is responsible for what and accountability is clear. SIDP can be implemented successfully as everyone is clear what they need to do.	Oct '17: Structure agreed and on website	Oct '17	See website
	Reports to governors to include reports from SLT members on their areas of responsibility	EDO	Dec '17 - Feb '18 according to meeting schedule	SLT time	Reports presented to governors	Reports presented to governors. Impact of subsequent actions will: improve students attendance & behaviour, improve student progress, particularly for the Disadvantaged, improve the quality of teaching and learning across the school improve the quality of the curriculum offer for next year.	Jan '18: 'Student progress data' report and 'behaviour and attendance report' from VPs included in report to FGB Nov '17 and Strategic Board Dec '17. Curriculum proposals submitted to Strategic Board Dec '17. Quality of Teaching summary submitted as part of Performance report Jan '18	Jan '18	Reports fo LGB and Strategic Board
							Mar '18		
							July '18:		
1.2 To establish routines for effective monitoring of departments, and develop the skills of middle leaders so that they are able to hold teachers to account for the quality of teaching, learning and assessment, and the progress and attainment of students.	Negotiate use of drop ins and work scrutinies so that monitoring can be effective. Ensure regular drop ins are conducted	EDO	In place by 21/7/17. Implement from Sept '17 onwards	EDO and union time	Systems are in place and being used as set out in the monitoring calendar. Drop in data being produce every half term.	All HoDs, XLT and SLT are able to monitor effectively and implement improvement strategies /training as necessary	Oct '17: In place. 2 sets of drop in data and work scrutinies complete	Oct '17	See data file
							Jan '18: 4 sets of drop ins and a book scrutiny for every year group complete	Jan '18	
							Mar '18: 6 sets of drop ins and 2 book scrutinies for every year group complete	Mar '18	
							July '18: 8 sets of drop ins and 3 book scrutiniies for every year group complete	July '18	
	Create monitoring calendar so that everyone knows what they need to be discussing/monitoring at every meeting.	EDO	In place by 21/7/17. Implement from Sept '17 onwards	EDO time	EDO Line Manages VPs who LM middle leaders and so checks they are ensuring middle leaders are monitoring correctly.	Timetabled Line Management meetings and calendared 'focus' for each mtg ensure all are monitoring departments correctly. Vulnerable groups, such as disadvantaged are monitored regularly and effectively.	Oct '17: Calendar in place and fortnight's focus being used to remind all.	Oct '17	On shared area
							Jan '18: Average progress of + 0.1 or better since start of year (Y7 -10 ),positive P8 in Y11, ALPS<8 inY12 and <6in Y13	Jan '18	Averages: Y8 0.05; Y 9 -0.06; Y10 - 0.09; P8 -0.36 in Y11; ALPS 8.4 in Y12 and 5.29 in Y13
						Mar '18: Average progress of +0.2 since start of year (Y7-10), +0.1P8 in Y11, ALPS <7 in Y12 and <5 in Y13	Mar '18		
						July '18: Average progress of +0.3 since start of year (Y7 - 10), +0.2 P8 Y11, ALPS <6 in Y12 and <4 in Y13	July '18		

	Provide simple but effective pro formas for Dept Improvement Plans (DIPs) and Department Evaluation Forms (DEFs) for all HoDs to use.	EDO	By 01/9/17	EDO time.	Monitor use of DIPs and DEFs via LM systems and by keeping an electronic copy of all.	HoDs understand what they are expected to monitor and how to monitor all groups, including disadvantaged, effectively. Consistent approach across the school. Teachers supported and held to account appropriately.	Oct '17 - all DIPs complete Jan '18 - all DEFs 1 complete Mar '18 - all DEFs 2 complete July '18- all DEFs 3 complete	Oct '17 Jan '18 Mar '18 July '18	All complete All complete	
1.3 To establish simple but effective performance management systems and hold staff to account effectively but fairly	Negotiate new Performance Management documentation.	EDO	By 21/7/ 17	EDO and union time	EDO to review all documentation as it is completed.	All staff have clear accountability without cumbersome paperwork which might result in it not being completed.	Oct '17: All teaching staff complete appraisal properly Jan '18: All job descriptions (teaching) have been reviewed	Oct '17 Jan '18	All complete All complete	
	Provide training on use of performance management paperwork.	EDO	08/09/2017	EDO prep time. Training time.			Mar '18: Mid-year reviews (teachers) and appraisal and job description review for non-teaching staff is complete.	Mar '18		
1.4 To maximise effective leadership across the school through a clear structure of roles and responsibilities	Review the TLR and staffing structure and recommend alterations.	EDO	Spring term '18	EDO time	Move towards the new structure using natural staff movement as much as possible.	All in leadership roles are held to account as responsibilities are clear, so leadership is more effective.	Mar '18: Review completed and recommendations submitted to the Board.	Mar '18		
1.5 Develop a secure oversight of the use of additional government funding, particularly the pupil premium and the Year 7 catch-up funding, to enable the eligible groups of students to make better progress.	Lead Practitioner responsible for whole-school focus on Disadvantaged students implements plan	CAB	Dec '17	CAB time	Monitoring of plan through line management	Improved progress of Disadvantaged students so that the gap between their attainment and that of their peers closes.	Jan '18: Progress gaps between DA and non-DA are smaller than 0.3 Mar '18: Progress gaps between DA and non-DA are < 0.25	Jan '18 Mar '18	In Y7 - 10 gaps are negligible, but Y11 mocks showed wider gap.	
	Robust tracking systems in place to ensure the progress of eligible groups of students is monitored rigorously	SWO	Oct '17	SWO time and HoD/SLT LM mtg time	Calendared meetings focused these groups of students		July '18: Progress gaps between DA and non-DA are < 0.2	July '18		
	SENDCo taking overview on progress of students eligible for catch up premium and monitoring the impact of intervention work.		ABU	Jan '18	SENDO and support team time	New tracking systems and on central system and students discussed in LM meetings	Improved progress of students eligible for Catch Up premium	Jan '18: all students identified and interventions programmes in place Mar'18: positive progress made with reading and spelling scores as well as in maths and English	Jan '18 Mar '18	
								July '18: Majority of eligible students' reading and spelling scores are in line with chronological age sufficiently for them to access mainstream lessons fully.	July '18	



**Priority 2: To improve the progress and achievement of Disadvantaged (DA) students across the school.**

**SLT Strategic Lead: E Dormor.**

Objective What do we want to achieve?	Actions What will we do?	Resp	Time scale	Resources	Monitoring Activities How will we check it's happening?	Intended impact What do we hope will happen?	Success criteria and Milestone targets How will we know we're succeeding?	Progress (RAG)	Comments/ Evidence
2.1 To ensure all departments have the progress of Disadvantaged students as a priority on their Department Improvement Plan (DIP)	Discuss progress of DA students results with every HoD in individual meetings in Sept and emphasise need to have DA students' progress as part of their DIP	EDO	Complete by end Oct '17	Meeting time	Notes of meetings and DIPs	All departments understand that the progress of DA students is a school priority and those students must be monitored particularly closely and interventions provided to improve progress.	All DIPs contain a section on improving progress of DA students	Oct '17	See DIPs
2.2 To ensure all DA students are known to all staff and their progress is tracked rigorously	"Rebrand" group as Disadvantaged (DA); track rigorously and provide data to KGA.	SWO	From Sept '17	SWO time	HoDs talk to teachers about what they are doing to improve progress of underperforming DA students. SWO continually monitors progress of DA students and reports to EDO and SLT.	Attention is drawn to underperformance quickly.	Oct '17: DA students known and identified on seating plans. Strategies shared at training session.	Oct '17	Training complete
	All teachers have DA students identified on seating plans & discuss strategies at dept mtgs.	HoDs	From Sept '17	HoDs time and dept mtg time.		DA students are known to all teachers and TAs, and effective strategies are shared.	Jan '18: DA progress from start of year is positive on average.	Jan '18	Y7 - 10 DA students, on average, same distance from flightpath, so making positive progress. Y11 gap widened at mocks
	Termly meetings with each HoD	SWO	TBC	SWO and HoD time		Discuss progress of DA students specifically.	Mar '18: DA progress on average is +0.2 or better	Mar '18	
	Discuss progress of DA students every LM mtg.	All SLT	From Sept '17	LM meetings		Every DA student discussed twice a term. Interventions provided.	July '18: DA progress on average is +0.3 or better. Est P8 for DA is better than -0.2	July '18	
2.3 To maintain detailed records of progress and interventions/support provided for every Disadvantaged student.	Set up individual profile sheet for every DA student which records termly progress data, attendance data and interventions/support provided. Evaluate impact termly.	SWO	From Sept '17	SWO time	Profile sheets and discussions with HoH and HoDs about impact of interventions	Interventions are evaluated regularly so successful strategies can be used across the school and unsuccessful ones can be withdrawn. DA students' progress improves.	Oct '17: DA profile sheets set up	Oct '17	See shared area
							Jan '18: DA progress from start of year is positive on average.	Jan '18	See 2.2 above
							Mar '18: DA progress on average is +0.2 or better	Mar '18	
							July '18: DA progress on average is +0.3 or better. Est P8 for DA is better than -0.2	July '18	

Objective What do we want to achieve?	Actions What will we do?	Resp	Time scale	Resources	Monitoring Activities How will we check it's happening?	Intended impact What do we hope will happen?	Success criteria and Milestone targets How will we know we're succeeding?	Progress (RAG)	Comments/ Evidence
2.4 To support staff with teaching of Disadvantaged students effectively	Lead Practitioner allocated to supporting disadvantaged students to make better progress delivers training to staff.	CAB	30/10/2017	Preparation and training time	Training attended by all teachers	Teachers are aware of disadvantaged students and some key ways to engage and support better. DA student make better progress.	Oct '17: All disadvantaged known and on class seating plans. All have been discussed with respect to overcoming barriers to learning.	Oct '17	See PP and documents post INSET session
	KGA and LP (DA) use DA students' progress data to target support and interventions for staff and students	KGA & CAB	From Oct '17	Meeting time	Notes of meetings and support provided.	Interventions are targetted and specific.	Jan '18: Disadvantaged students' average progress since start of year is positive in all classes	Jan '18	See 2.2 above
	LP (DA) supports identified teachers and students in the classroom.	CAB	From Oct '17	CAB time, discussion time with	Lesson drop-ins and data analysis identify need. LP	Identified teachers improve their teaching of DA students. Identified students make better progress.	Mar '18: Disadvantaged students' average progress since start of year is 0.2 or better in all classes	Mar '18	
	LP (DA) conducts book scrutiny and interviews identified students	CAB	TBC	CAB time	Report on findings shared with staff	Staff further informed about how to support DA students to make better progress.	July '18: Disadvantaged students' average progress since start of year is 0.3 or better in all classes. Est P8 for disadvantaged for school is better than -0.3	July '18	
2.5 To improve the attendance of Disadvantaged students.	Monitor DA students' attendance and punctuality weekly and implement interventions as necessary	JBA	From Sept '17	JBA and SBR time. Meeting time	Attendance data and notes of phone calls, meetings etc.	Attendance of DA students improves which enables them to make better progress and become more engaged in a variety of school activities.	Oct '17: All DA students with attendance <95% have had a letter sent. Attendance of DA students across school is >92%	Oct '17	Whole school attendance of DA students is 92.6%. % below 92% is: Y7 33%; Y8 17%; Y9 17%; Y10 41%; Y11 30%; Y12 = 0%; Y13 = 25%
							Jan '18: All DA students in Y7 - 10 with attendance <95% have had a meeting about their attendance. Attendance of DA students across the school is >93%	Jan '18	Attendance of DA students is 92.6%
							Mar'18: Attendance of DA studnets across the school is >94%	Mar '18	
							July '18: Attendance of DA students across the school is >95%	July '18	
2.6 To support Socially Disadvantaged students with equipment, homework/revision sessions etc as necessary	Identify needs through Tutors meeting with each DA student to do equipment check and ask about where they do HW, what difficulties they have etc.	JBA	From Sept '17	JBA and HoH time. Use Pupil Premium Funding (EDO to make inal decision on all spending)	Records of equipment etc provided on the student profile sheets	DA students have all the basic equipment they need and are able to access HW and revision activities as well as enriching trips and extra curricular activities.	Oct '17: Tutor checks of equipment and needs regarding HW etc complete	Oct '17	Schl R2L check = 3.3% fail. Tutors identifying need is ongoing
							Jan '18: Disadvantaged students' average progress since start of year is positive in all classes	Jan '18	See 2.2 above
							Mar '18: Disadvantaged students' average progress since start of year is 0.2 or better in all classes	Mar '18	
							July '18: Disadvantaged students' average progress since start of year is 0.3 or better in all classes. Est P8 for disadvantaged for school is better than -0.3	July '18	

**Priority 3: To improve the progress and achievement of boys across the school.**

**SLT Strategic Lead: E Dormor.**

Objective What do we want to achieve?	Actions What will we do?	Resp	Time scale	Resources	Monitoring Activities How will we check it's happening?	Intended impact What do we hope will happen?	Success criteria and Milestone targets How will we know we're succeeding?	Progress (RAG)	Comments/ Evidence
3.1 To ensure all departments have the progress of boys as a priority on their Department Improvement Plan (DIP)	Discuss progress of boys' results with every HoD in individual meetings in Sept and emphasise need to have boys' progress as part of their DIP	EDO	Complete by end Oct '17	Meeting time	Notes of meetings and DIPs	All departments understand that the progress of boys is a school priority and they must be monitored particularly closely and interventions provided to improve progress.	All DIPs contain a section on improving progress of boys.	Oct '17	See DIPs
3.2 To ensure all progress of boys is tracked rigorously and discussed regularly	Termly meetings with each HoD	SWO	On monitoring calendar	SWO and HoD time	Notes of meetings	Attention is drawn to underperformance quickly. Underachieving boys and discussed, and effective strategies are shared.	Oct '17: Effective tracking systems are in place. Meetings are calendared	Oct '17	See shared area and staff TTs
	Discuss progress of boys every LM mtg.	All SLT		LM meeting time			Jan '18: Boys' progress from start of year is positive on average.	Jan '18	Boys in Y7 - 9 making positive progress. 10 not. Y11 - all found mocks hard, but gap in progress btwn boys and girls narrowed.
							Mar '18: Boys' progress on average is +0.2 or better	Mar '18	
							July '18: Boys' progress on average is +0.3 or better. Est P8 for DA is better than -0.2	July '18	
3.3 To support staff with teaching of underachieving boys and disadvantaged boys.	Lead Practioner allocated to supporting boys to make better progress delivers training to staff.	SPE	30/10/2017	Preparation and training time	Training attended by all teachers, including SLT	Teachers are aware of target boys and some key ways to engage and support them better.	Oct '17: Training session complete	Oct '17	See PPT and completed logs from staff.
	LP (boys) conducts book scrutiny of identified students	SPE	TBC	SPE time	Report on findings shared with staff	Staff further informed about how to support boys to make better progress.	Jan '18: Boys' progress from start of year is positive on average.	Jan '18	Boys in Y7 - 9 making positive progress. 10 not. Y11 - all found mocks hard, but gap in progress btwn boys and girls narrowed.
	LP (boys) interviews identified students about their barriers to learning and shares with staff.	SPE	TBC	SPE time	Report on findings shared with staff		Mar '18: Boys' progress on average is +0.2 or better	Mar '18	
	LP (boys) supports identified teachers and students in the classroom.	SPE	TBC	SPE time, discussion time with identified staff	Lesson drop-ins and data analysis identify need. LP (boys) directed by	Identified teachers improve their teaching of boys. lboys make better progress.	July '18: Boys' progress on average is +0.3 or better. Est P8 for DA is better than -0.2	July '18	

**Priority 4: To improve the quality of teaching and learning across the school, but particularly in Maths and MFL**

**SLT Strategic Lead: K Gallagher.**

Objective What do we want to achieve?	Actions What will we do?	Resp	Time scale	Resources	Monitoring Activities How will we check it's happening?	Intended impact What do we hope will happen?	Success criteria and Milestone targets How will we know we're succeeding?	Progress (RAG)	Comments/ Evidence
4.1 Identify and rectify areas of weakness in quality of Maths teaching, learning and assessment	Conduct drop-ins and work scrutinies on all maths groups to identify any areas of weakness.	KGA	Sept '17 onwards	KGA and Lead Practitioner time for support	Evaluate improvement by continuing with drop ins and work scrutinies and monitoring student progress data to triangulate.	All students in Maths make 'expected progress' or better. Maths P8 targets at KS4: Positive overall, for girls, and for HAPs.	Oct '17: Weaknesses identified and intervention strategies implemented	Oct '17	Drop ins & scrutinies ongoing. Lesson obs in Oct/Nov to identify full needs.
	Feedback to staff and discuss. Implement support/training as necessary.						Jan '18: Average progress of + 0.1 or better since start of year in each year group.	Jan '18	Y7 +0.17; Y8 +0.25; Y9 +0.13; Y10 +0.31; Y11 -0.31 (mocks); Y12 ALPS 9; Y13 ALPS 13
							Mar '18: Average progress of +0.2 or better since start of year in each year group	Mar '18	
							July '18: Average progress of +0.3 or better since start of year in each year group	July '18	
4.2 Identify and rectify areas of weakness in quality of MFL teaching, learning an assessment	Conduct drop-ins and work scrutinies on all MFL groups to identify any areas of weakness.	SWO	Sept '17 onwards	SWO and Lead Practitioner time for support	Evaluate improvement by continuing with drop ins and work scrutinies and monitoring student progress data to triangulate.	All students in MFL make 'expected progress' or better. MFL P8 targets at KS4: Positive overall, for girls, for boys, for HAPs, for MAPs and for LAPs	Oct '17: Some weaknesses identified and intervention strategies implemented	Oct '17	One SIP in place.
	Feedback to staff and discuss. Implement support/training as necessary.						Jan '18: Staff receiving support as necessary	Jan '18	In place
							Mar '18		
							July '18		
4.3 Improve progress of disadvantaged students and students who have low prior attainment	Ensure all staff know all disadvantaged and LAP students and share successful strategies at department meetings.	KGA	Sept '17 onwards	KGA time, dept mtg time	Track disadvantaged and LAP students' progress rigorously. Discuss strategies and interventions.	Disadvantaged students P8 > -0.3 in 2018. Progress gap <0.2 in Y11 and closing in other year groups. Progress gap for LAPs also closing across all year groups	Oct '17: All DA known and on class seating plans.	Oct '17	In place
							Jan '18: DA students' average distance from flight path is < -0.4 in each year group. Gap btwn DA and non-DA is <0.2	Jan '18	Y7 -0.32; Y8 -0.21; Y9 -0.36; Y10 -0.28; Y11 -0.85 Gaps: Y7 +0.01; Y8 + 0.15; Y9 -0.01; Y10 +0.06; Y11 -0.55
							Mar '18: DA students' average distance from flight path is < -0.2 in each year group. Gap btwn DA and non-DA is <0.1	Mar '18	
							July '18: DA students' average distance from flight path is < -0.1 in each year group. Gap btwn DA	July '18	
	Provide additional coaching and support for LPA students through re-working of staffing in SEND department	ABU	Jan '18 onwards	ABU and TA time	Track LPA students' progress rigorously. Discuss strategies and interventions.	Progress of LPA students improves	LPA students average distance from flight path < -0.5	Jan '18	Y8 -0.21; Y9 -0.36; Y10 -0.28; Y11 (SEN) -0.45
							LPA students average distance from flight path < -0.3	Mar '18	
							LPA students average distance from flight path < -0.1	July '18	

4.4 To ensure all teachers have high expectations of students and use information about students abilities to plan learning that challenges all and matches their varying needs and abilities.	Provide, with aid of Lead Practitioners, training day on planning effectively.	KGA	TBC	INSET time	Use drop in data and other observations to monitor effectiveness of planning	Lessons are explicitly differentiated and encourage independent learning and good Behaviour for Learning. Students enjoy their lessons more and Behaviour for Learning improves.	Jan '18: Drop in data shows AfL 60%, Differentiated tasks 50%.	Jan '18	AfL = 64%; Differentiated tasks = 41%
							Mar '18: Drop in data shows AfL 80%, Differentiated tasks 60%	Mar '18	
							July '18: Drop in data shows AfL 90%, Differentiated tasks 70%	July '18	
4.5 Provide support and intervention for teachers whose practice needs improving and provide opportunities for teachers to share best practice and to learn from each other.	Identify teachers (across the school) who need to improve their practice by triangulating information from progress data, drop ins and work scrutinies.	EDO	Sept '17 onwards	EDO time	Use drop-in data, work scrutiny data and progress data to monitor improvement.	All students in all classes make 'expected progress' or better. Target: P8 score > 0.1 in 2018. Teachers more open to being observed by a range of colleagues and a list of best practice in specific skills compiled. Teachers who need support in a certain area observe a colleague identified as having that area as a strength.	Oct '17: Meetings with all HoDs about exam results complete. Drop-ins and work scrutinies started.	Oct '17	See leadership files and data file
	Direct and oversee Lead Practitioners providing support and coaching for identified teachers	KGA		KGA and LPs' time.			Jan '18: Any teachers identified as needing additional support have a support plan in place. Support to include observing colleagues	Jan '18	In place
	Provide opportunities for staff to observe each other and share best practice.		Dec '17 onwards				Mar '18: Progress data shows improved teaching is having positive impact on student outcomes. Support and coaching in place for any teacher whose teaching is graded 4	Mar '18	
						Progress 8 score for the school is estimated to be +0.1 or better for 2018. No teaching is inadequate.	July '18		

**Priority 5: To improve outcomes for all students, especially disadvantaged and KS5**

**SLT Strategic Lead: S Woodhouse.**

Objective What do we want to achieve?	Actions What will we do?	Resp	Time scale	Resources	Monitoring Activities How will we check it's happening?	Intended impact What do we hope will happen?	Success criteria and Milestone targets How will we know we're succeeding?	Progress (RAG)	Comments/ Evidence
5.1 To set aspirational targets, track student progress, and support implementation of interventions as necessary.	New flight paths set challenging targets for all students. System to enable tracking of progress since implementation of interventions as necessary. Monitor progress of all teaching groups. Analyse and report findings to SLT/XLT.	SWO	By 1/9/17	SWO and BAR time.	New flight paths in place and communicated to staff	Teachers, students and parents are clear on what target grade each student has in every subject and what grade they should be working at currently to be on target to	Oct '18: Flights paths in place and understood by staff, students and parents.	Oct '17	Training given
		SWO	From Sept '17 on-going	SWO time and HoD time putting in to DEFs	Progress data sheets and DEFs completed and analysed carefully.	Progress of all classes and all groups of students are monitored rigorously. Interventions are implemented with accuracy enabling all to make progress.	Jan '18: Average 50%+ of classes on flight path for classes across the school.	Jan '18	Y7 50%; Y8 53%; Y9 46% Y10 43%; Y11 P8 -0.37(mocks)
		SWO	From Sept '17 on-going	SWO time and HoD time putting in to DEFs	Progress data sheets and DEFs completed and analysed carefully.	Progress of all classes and all groups of students are monitored rigorously. Interventions are implemented with accuracy enabling all to make progress.	Mar '18: Average 60%+ of classes on flight path across the school. July '18: Average 70%+ of classes on flight path across the school. Est P8 is +0.1 or better for 2018.	Mar '18 July '18	
5.2 To ensure data is reliable and accurate and interventions are effective	All data entries based on "currently working at grades" and checked by HoDs for reliability.	HoDs	From Sept '17 onwards	HoD time	SLT and HoDs discuss reliability of data - especially if any seems dubious.	Data is accurate so interventions implemented are appropriate.	Oct '17: XLT discussion about ensuring assessment data is accurate complete.	Oct '17	Mtg 25th Sept
		HoDs	From Sept '17 onwards	HoD time	SLT and HoDs discuss reliability of data - especially if any seems dubious.	Data is accurate so interventions implemented are appropriate.	Jan '17: Processes in place for checking dubious data. Interventions implemented in response to data	Jan '18	All HoDs met with to discuss data and DEF
		HoDs	From Sept '17 onwards	HoD time	SLT and HoDs discuss reliability of data - especially if any seems dubious.	Data is accurate so interventions implemented are appropriate.	Mar '18: 70% students making 'expected progress'.	Mar '18	
		HoDs	From Sept '17 onwards	HoD time	SLT and HoDs discuss reliability of data - especially if any seems dubious.	Data is accurate so interventions implemented are appropriate.	July '18: 80% + of students making 'expected progress'.	July '18	
5.3 To improve progress of KS5 students	Track KS5 students rigorously using ALPS grades and highlight concerns.	SWO	From Sept '17 onwards	SWO time	HoDs talk to teachers about what they are doing to improve progress of underperforming KS5 students.	Attention is drawn to underperformance quickly.	Oct '17: 50% Y13 are on 'flight path'.	Oct '17	18% on target or above. 64% less than one grade below their target.
		SWO	From Sept '17 onwards	SWO time	HoDs talk to teachers about what they are doing to improve progress of underperforming KS5 students.	Attention is drawn to underperformance quickly.	Jan '18: Average ALPS score Y12 = 8; Y13 = 6	Jan '18	Average ALPS score Y12 = 8.5; Y13 = 5.3
	Discuss progress of KS5 students every LM mtg.	All SLT		LM meetings	Every KS5 student's progress is monitored and discussed regularly. Interventions put in place.	Mar '18: Average ALPS score Y12 = 7; Y13 = 5	Mar '18		
	Discuss progress of KS5 students every LM mtg.	All SLT		LM meetings	Every KS5 student's progress is monitored and discussed regularly. Interventions put in place.	July '18: Average ALPS score Y12 = 6; Y13 = 4	July '18		
5.4 To monitor progress across all subjects	Track progress of separate subjects as well as students and highlight concerns.	SWO	From Sept '17 onwards	SWO time	SWO continuously monitors and reports to EDO and SLT concerns about performance of specific subject areas/groups of students.	EDO and SLT implement support and intervention where needed to boost performance in underachieving subjects.	Oct '17: all tracking systems in place and first data drops complete.	Oct '17	Complete
		SWO	From Sept '17 onwards	SWO time	SWO continuously monitors and reports to EDO and SLT concerns about performance of specific subject areas/groups of students.	EDO and SLT implement support and intervention where needed to boost performance in underachieving subjects.	Jan '18: Average progress this year is at least 0.1 across all year groups.	Jan '18	Y7 = 0.17; Y8 = 0.25; Y9 = 0.13; Y10 = 0.13; Y11 P8 = -0.37 (mocks)
	Termly meetings with each HoD	SWO	See monitoring calendar	SWO and HoD time	SWO continuously monitors and reports to EDO and SLT concerns about performance of specific subject areas/groups of students.	Discuss progress of all students - particularly Y11 & Y13.	Mar '18: Average progress this year is at least 0.2 across all year groups	Mar '18	
Termly meetings with each HoD	SWO	See monitoring calendar	SWO and HoD time	SWO continuously monitors and reports to EDO and SLT concerns about performance of specific subject areas/groups of students.	Discuss progress of all students - particularly Y11 & Y13.	July '18: Average progress this year is at least 0.3 across all Year groups. Est P8 is +0.1 or better for 2018.	July '18		

**Priority 6: To improve the quality of marking, feedback and assessment across the school**

**SLT Strategic Lead: E Dormor.**

Objective What do we want to achieve?	Actions What will we do?	Resp	Time scale	Resources	Monitoring Activities How will we check it's happening?	Intended impact What do we hope will happen?	Success criteria and Milestone targets How will we know we're succeeding?	Progress (RAG)	Comments/ Evidence
6.1 To implement new assessment policy.	Negotiate new assessment policy which sets out how regularly formative feedback must be given and that Disadvantaged students' books should always be marked first.	EDO	By 21/7/17	EDO and mtg time	EDO and HoDs to discuss feedback from other staff and agree policy.	Students benefit from and respond to regular formative feedback across all subjects	Oct '17: New assessment policy negotiated and implemented.	Oct '17	See policy and drop in data
6.2 To ensure all teachers understand expectations about formative feedback.	Lead staff training session about formative feedback	EDO	04/09/2017	EDO prep time and INSET time	Register of training session. Powerpoint used.	Staff understand expectations about formative feedback and different ways of doing it successfully	Oct '17: Training session complete	Oct '17	Completed 4th Sept '17
6.3 To monitor the implementation of assessment policy and ensure it is applied consistently so that all students know what to do to improve further.	Work scrutinies by SLT and HoDs with SLT/LM used to share best practice and pick up weaker practice.	SLT and HoDs	Sept '17 onwards	SLT and HoD time	Use drop in data and other work scrutinies to monitor effectiveness of marking and feedback	All students are given regular, formative feedback (in line with school policy) and tasks to complete to evidence positive response to the feedback. Time is allocated in lesson planning to give students proper time to respond to the feedback. Students understand what they need to do to improve further and start that process.	Oct '17: Drop in data shows 60% marking is formative and meets policy standards and 30% show students responding.	Oct '17	Formative = 82% Student responding = 61%
							Jan '18: Drop in data shows 70% marking is formative and meets policy standards and 50% show students responding.	Jan '18	Formative = 79%; 64% with students responding
	Coaching provided for teachers whose practice is not just good.	Lead Pracs /ROC	Dec '17 onwards	Lead Pracs' or ROC's time			Mar '18: Drop in data shows 80% marking is formative and meets policy standards and 60% show students responding. Work scrutinies show no marking is inadequate.	Mar '18	
							July '18: Drop in data shows 100% marking is formative and meets policy standards and 80% show students responding. Work scrutinies show all marking is at least 'good'.	July '18	

**Priority 7: To improve students' Behaviour for Learning to a consistently good standard across the school**

**SLT Lead: J Baron.**

Objective What do we want to achieve?	Actions What will we do?	Resp	Time scale	Resources	Monitoring Activities How will we check it's happening?	Intended impact What do we hope will happen?	Success criteria and Milestone targets How will we know we're succeeding?	Progress (RAG)	Comments/ Evidence
7.1 To improve student attendance and punctuality for all groups of students, particularly the disadvantaged, and those with SEND.	Implement Y11 Prom passport to include minimum attendance of 90%	EDO	05/09/2017	EDO and BAR time	Display of Prom passport data every week.	Y11 attendance improves, especially PA students in the year group.	Oct '17: Prom pass port implemented. 'Flow chart' of procedures for action on students with low attendance created. Whole school student attendance 94.5%+	Oct '17	Flow chart circulated and in use. Whole sch attendance 95.2%
	Create a flow chart of actions to implement for students with poor attendance and review all papre work systems and letters to send home etc.	JBA & SBR	By 30/9/17	JBA and SBR time	All new paperwork in place	Monitoring is rigorous and consistent. Student attendance improved.	Jan '18: Whole school student attendance 95%+ and no individual group <88%	Jan '18	Flow chart in use. <b>Whole sch attendance 94.9%</b> DA 92.7%; <b>FSM 87.3%</b> . All other groups above 88%
	Reward all students with 100% attendance for a week	BAR	From Sept '17 ongoing	BAR time	Reward point records	Students motivated to attend school more. Student attendance improves	Mar '18: Whole school student attendance 95.5%+ and no individual group <90%	Mar '18	
	Monitor student attendance rigorously and implement fast-track meetings	JBA & SBR	From Sept '17 ongoing	JBA, SBR and HoH time	Notes of Fast track meetings and any referrals to EIP	Parents support attendance of their child at school better. Attendance improves.	July '18: Whole school student attendance 96%+ and no individual group <92%	July '18	
7.2 To reduce instances of low level disruption in lessons, so that all students can make at least good progress.	Clear sanction system, implemented rigorously. Teachers who find behaviour management mor difficult given coaching on the use of the system.	JBA & DWE	From Sept '17 ongoing	PARS system. DWE and other staff detention time.	Drop ins and C2 data	Drop-in data shows reducing low level disruption. C2 and C3 data demonstrates improving behaviour. (Initially raised rates, followed by gradual reduction)	Oct '17: drop in data shows 60% some LLD C2/C3 data -	Oct '17	19% some LLD and 9% not on task
							Jan '18: drop in data shows <20% some LLD	Jan '18	9% LLD and 12% not engaged with task. 1 - 26 Jan C2s = 421 (12.4%) C3s = 338 (9.9%)
							Mar '18: drop in data shows <10% some LLD Number of C2s (for refusing to follow instructions, bad language, repeat of C1, phone or other) and number of C3s (for repeat of C2 or other, including sent out) as % of total lessons reduces (assuming average 175 lessons per day, Y7 - 11)	Mar '18	
							July '18: drop in data shows <5% some LLD Number of C2s and C3s as % of total lessons reduces	July '18	
7.3 To use careful analysis of behaviour incidents and bullying incidents so that these are dealt with systematically.	Half-termly analysis of behaviour data discussed by the Pastoral team and improvement strategies implemented.	JBA	From Dec '17 onwards	Pastoral team and JBA time	Termly reports to governors evaluating impact of strategies implemented	Incidents of poor behaviour and bullying reduce due to improved strategies for managing and resolving incidents. Improved student and parental perception of behaviour and bullying.	Report to governors sets out clear evaluaion of problems and strategies implemented in response.	Jan '18	Report presented to governors Jan 25th
							Number of behaviour inidents and exclusions reduced compared with Autumn term and compared with same period last yr	Mar '18	
							Number of behaviour inidents and exclusions reduced compared with Spring term and compared with same period last yr	July '18	

7.4 To work with students to reduce instances of bullying and ensure that all students have confidence in the school's ability to deal effectively with incidents of bullying.	Work with students to create a wellbeing map and use analysis of student questionnaires to identify needs precisely	JBA	Jan '18	Staff time	Production of map and analysis report	Student feedback is that bullying is reducing and that when it does occur it is dealt with swiftly and effectively.	Wellbeing map and questionnaire research underway.	Jan '18	Wellbeing map complete. 14 parents involved with IQM work
	Appoint student bullying ambassadors	SRI	Feb '18		Appointed students	Students feel safe and know who they can turn to for help if they see bullying or are a victim of bullying.	Behaviour policy review, Curriculum review, and anti-bullying week complete. Number of bullying incidents reduced: target < 8 since Jan '18	Mar '18:	
	Review how the curriculum and assemblies contribute to anti-bullying messages. Organise an anti-bullying week.	MCO	Spring term '18		Anti-bullying messages tracked across the curriculum	Student understanding of bullying is better and they accept that it cannot be tolerated in any form.			
	Review the behaviour policy and ensure clear expectations about tolerance and respect are upheld consistently.	JBA	Spring term '18		Policy revised as necessary	Students understand the consequences of any incidents and know that the school will always take action to support the victim.	Number of bullying incidents continues to reduce: target < 4 since Mar '18.	July '18	
	Work towards attaining Inclusion Quality Mark (IQM) and liaise effectively with parents to advise on how they can support the school's work and also to ensure they feel informed and supported.	HoHs	On-going		Parental feedback	Parental feedback is improved and they also feel well-supported.			
7.5 To ensure all students are appropriately equipped for lessons	Implement Ready to Learn (R2L) checks and do checks. Support Disadvantaged in acquiring equipment as necessary.	JBA	From Sept '17 ongoing	Posters; SLT time to do checks; DWE detention time	Records of C2s for R2L failure. Drop-in data.	Students come to all lessons equipped no lesson time is wasted	Oct '17: R2L checks show <5% of students failing	Oct '17	Whole schL R2L = 3.3% failed
							Jan '18: R2L checks show <3% failing	Jan '18	Whole school R2L check Dec '17 5.15% failed
							Mar '18: R2L checks show <2% failing	Mar '18	
							July '18: R2L checks show <1% failing	July '18	
7.6 To change student mindset about behaviour	Constantly reinforce message that poor behaviour is not trying. (Assemblies, conversations with students, posters etc)	JBA/ EDO	From Sept '17 ongoing	Posters and screen savers	Display positive mind set posters, all staff heard to reinforce message constantly. Drop in data on BfL.	Students have higher aspirations and BfL improves.	Oct '17: 50%+ BfL good+	Oct '17	Good+ BfL = 68%
							Jan '18: 60%+ BfL good+	Jan '18	Good + BfL = 78.5% in drop-ins
							Mar '18: 80%+ BfL good+	Mar '18	
							July '18: 100%BfL good+	July '18	

<b>Objective</b> What do we want to achieve?	<b>Actions</b> What will we do?	<b>Resp</b>	<b>Time scale</b>	<b>Resources</b>	<b>Monitoring Activities</b> How will we check it's happening?	<b>Intended impact</b> What do we hope will happen?	<b>Success criteria and Milestone targets</b> How will we know we're succeeding?	<b>Progress (RAG)</b>	<b>Comments/ Evidence</b>
7.7 To encourage better BfL through rewards, enrichment and House competitions	Introduce House system, including a 'launch' sports day in July	JBA & HoHs	By July '17	Staff time	New tutor group lists and communication with parents / students. Outcomes of activities on <del>Launch Sports day</del>	Fewer incidents of students being unpleasant to students in other year groups. Improved behaviour and atmosphere generally.	Oct '17: Fewer bullying/racist incidents than equivalent period last year. Positive feedback about houses and competitions.	Oct '17	0 racist incidents last yr; 1 this yr. 4 bullying last yr; 5 this yr. But very positive feedback about houses and competitions
							Jan '18: Fewer bullying/racist incidents than equivalent period last year. Positive feedback about houses and competitions.	Jan '18	
	Implement House competitions	SRI	From Sept '17 onwards		Programme of competitions and events.	Students enjoy camaraderie and competition; and enjoy school more. Team spirit and enthusiasm 'overflows' into lessons and is seen in better BfL	Mar '18: Fewer bullying/racist incidents than equivalent period last year. Positive feedback about houses and competitions.	Mar '18	
							July '18: Fewer bullying/racist incidents than equivalent period last year. Positive feedback about houses and competitions.	July '18	

**Priority 8: To improve sixth form provision and student outcomes in the sixth form**

**SLT Strategic Lead: K Homard Roy.**

Objective What do we want to achieve?	Actions What will we do?	Resp	Time scale	Resources	Monitoring Activities How will we check it's happening?	Intended impact What do we hope will happen?	Success criteria and Milestone targets How will we know we're succeeding?	Progress (RAG)	Comments/ Evidence
8.1 Ensure there is a coherent vision and provision for the sixth form which aims to increase numbers (including of Disadvantaged students) in the sixth form	Communicate the vision and specific responsibilities and deadlines for 6th form team to ensure the vision is realised.	KHO	01/09/2017	KHO time	EDO to check programme and deadlines. KHO to monitor all in team complete what they need to by the deadlines.	Students feel well supported in their studies and their applications for university and other post-18 destinations.	Oct '17: time line and responsibilities in place. Y12 work experience set up and being monitored.	Oct '17	GSN notes of visits etc.
							Jan '18: All UCAS applications completed.	Jan '18	All complete (76% of cohort)
							Mar '18: 90+ Y11s choosing to stay at PWS for 6th form.	Mar '18	
							July '18: No Y12 or 13 have left during the year (unless moved house out of the area) (7 left last yr)	July '18	
8.2 To improve the provision of the sixth form by ensuring that the quality of teaching and learning is consistently good in all subjects.	Lead Practioner allocated to supporting 6th form teaching delivers training to staff.  LP (6th) conducts book scrutiny of identified students LP (6th) interviews identified students (& parents) about their barriers to learning and shares with staff.  LP (6th) supports identified teachers and students in the classroom.	HME	07/09/2017	Preparation and training time	Training attended by all teachers, including SLT	Teachers are aware of some key ways to prepare and deliver successful sixth form lessons. Students make better progress.	Oct '17: Training session completed.	Oct '17	Completed 30th Oct
			TBC	SPE time	Report on findings shared with staff	Staff further informed about how to enable sixth formers to make better progress.	Jan '18: 70%+ students on 'flight paths' to expected (ALPS) grades	Jan '18	Y12 average 1.38 above flight path target. Y13 average 1/2 grade below flight path target
			TBC	SPE time	Report on findings shared with staff	Staff further informed about how to enable sixth formers to make better progress.	Mar '18: 70%+ 6th form students on 'flight paths' to expected (ALPS) grades	Mar '18	
			TBC	SPE time, discussion time with identified staff	Drop-ins and data analysis identify need. LP (PP) directed by and reports back to KGA	Identified teachers improve their teaching of sixth form students. Students make better progress.	July '18: 90%+ 6th form students on 'flight paths' to expected (ALPS) grades	July '18	
8.3 To ensure Y12 work experience enhances experience for 6th form students	Monitor with weekly phone calls and regular visits to ensure attendance and that provision is suitable and useful.	GSN	From Sept '17	Cost of GSN	Reports on each student's placement and progress.	Students' attendance is better monitored and students feel better supported. They can discuss how the experience impacts on their career aspirations and their applications post-18.	Oct '17: All Y12 have work experience or equivalent in place.	Oct '17	24 placements fell through - all have been met with rearrange
							Jan '18: All work experience students have been visited regularly. Reports written.	Jan '18	Complete
							Mar '18: All work experience students have been visited at least monthly; disadvantaged weekly. Reports written.	Mar '18	
							July '18: All work experience students have been visited at least monthly; disadvantaged weekly. Reports written.	July '18	

<b>Objective</b> What do we want to achieve?	<b>Actions</b> What will we do?	<b>Resp</b>	<b>Time scale</b>	<b>Resources</b>	<b>Monitoring Activities</b> How will we check it's happening?	<b>Intended impact</b> What do we hope will happen?	<b>Success criteria and Milestone targets</b> How will we know we're succeeding?	<b>Progress (RAG)</b>	<b>Comments/ Evidence</b>
8.4 To ensure all who do EPQ complete it appropriately for their courses.	Monitor all students are progressing with their EPQ appropriately and are on target to complete successfully	JWO	From Sept '17	JWO time	KHO to keep an overview and discuss interventions when necessary.	EPQ is completed by all successfully and compliments their courses effectively so it enhances their studies.	Oct '17: All EPQ projects chosen and appropriate to individuals' interests	Oct '17	All chosen; JWO to verify they meet requirements
							Jan '18: All students on target to complete successfully.	Jan '18	Yes
							Mar '18: All students on target to complete successfully.	Mar '18	
							July '18: All EPQs complete and marked accurately. Moderator does not need to adjust marking.	July '18	
8.5 Support sixth form students very thoroughly, including UCAS applications	Interview all students about their university or other applications and support them with personal statements. Coordinate staff contributions to applications.	CBA	From Sept '17	CBA time	KHO to keep an overview and implement action when necessary.	All students feel supported and UCAS process is completed for all successfully on time	Oct '17: All Y13 interviewed about their post-18 aspirations. Support with personal statements being provided.	Oct '17	20% seen so far and all will be seen by end of term.
							Jan '18: All UCAS applications completed.	Jan '18	Yes
	Monitor behaviour and academic progress rigorously, paying particular attention to disadvantaged students	CBA	From Sept '17	CBA time	KHO and CBA discuss behaviour and progress of all students and implement interventions as necessary.	Student progress improves.	Mar '18: Students' progress monitored. 70%+ on 'flight path' to expected grade.	Mar '18	
							July '18: Y12s interviewed about post 18 aspirations - any able to apply to Oxbridge?	July '18	