



## King Edward VI School Lichfield

### SCHOOL IMPROVEMENT PLAN – April 2006- April 2010

The plan is based upon the twin principles of working towards excellence for all students and emphasising excellence in all areas.

The structure of the plan is as follows:

#### **Excellence for all Students**

- S1 Excellence in the provision of accommodation for student needs.
- S2 Excellence regarding inclusive approaches to education.
- S3 Excellence in the quality of specific guidance and feedback to students about the standards of their work.
- S4 Excellence in the range of opportunities available for student growth and development, including opportunities for creative experience.
- S5 Excellence regarding the quality of general advice available to students.
- S6 Excellence regarding student conduct, appearance and relationships in school.

#### **Excellence in all Areas**

- A1 Excellence in the accommodation, facilities and resources for departments.
- A2 Excellence in the quality of teaching and learning.
- A3 Excellence in our approach to achieving the highest possible standards and in monitoring progress made.
- A4 Excellence in planning and managing change.
- A5 Excellence in the provision of information, support, training and development opportunities for staff and governors.
- A6 Excellence in the development of a community dimension to our school.

Codes given within the plan sometimes relate to specific responsibilities for members of staff but those in bold relate to the following Governors' Committees:

**GPCC** Governors' Premises and Community Committee

**GCC** Governors' Curriculum Committee

**GSCC** Governors' School Community Committee

**GFSC** Governors' Finance and Strategic Planning Committee

# KING EDWARD VI SCHOOL, LICHFIELD – SCHOOL IMPROVEMENT PLAN – April 2006 – April 2010

## EXCELLENCE FOR ALL STUDENTS

### Objective S1. Excellence in the provision of accommodation for student needs.

IMPROVEMENT AREA	OFSTED ACTION POINTS	ACTION POINTS	RESOURCES AND RESPONSIBILITIES	SUCCESS/ EVALUATION CRITERIA	STRATEGIC STEPS
1. Improved Sixth Form Facilities.	7	Initiate process of creating a purpose-built Sixth Form Centre to replace existing facilities.	Likely costs will be £580,000 (£193,000 Seed Grant; £100,000 Deferred Capital Loan; £287,000 school contribution) <b>GPCC</b>	New block to include classrooms, offices, study and social areas, ICT facilities, resource base for use with subsequent raising of standards post-16.	April-August 2006 dependent upon success of bids for funding.
2. Improved Social Areas.		(a) Establishing opportunities for social use of the locker area in the Bader underpass.  (b) Creation of additional covered social areas for students.	£5,000 approximate cost for improved floor and seating.  Investigate potential of Gym wall and S13 area. Current Sixth Form Common Room becomes available on completion of 1 above.  <b>GPCC</b>	Appearance of the area and observation of its changing use.  Establish clear plan of project and create the additional facilities.	First improvements during Summer of 2006.  Work to take place 2007-8.
3. Improved Dining Facilities.	7	Improvements to the Bader Hall dining facilities.	Investigate potential ways of improving and expanding that area, possibly linked to Phase 2 of the Arts Development. Costs linked to wider project, but fairly limited if an interim improvement is undertaken. <b>GPCC</b>	Improvement to space and environment. Creation of greater flexibility of use.	Timing likely to be linked to other, wider improvements and developments. However, interim improvements may become possible for Summer 2007.
4. Improved Grounds Environment.		(a) Regular planting programme in school grounds. (b) Strengthen links and grounds vision with County Grounds.  (c) Completion of boundary fencing plans plus attention to rights of way and access points.	Small budget per year but topped up with student and parental support. Time costs only involving SMT co-ordinated by Business Manager.  Potentially about £15,000 depending upon complexity of solution involved.  <b>GPCC</b>	Observation of progress made. Active involvement of students. Record of meetings and visits held and their outcomes.  Evidence of project completion and of improved quality of grounds as a result.	Spring Term 2006.  Establish meeting pattern during Summer Term of 2005.  Summer 2006.

Objective S2. Excellence regarding inclusive approaches to education

IMPROVEMENT AREA	OFSTED ACTION POINTS	ACTION POINTS	RESOURCES AND RESPONSIBILITIES	SUCCESS/EVALUATION CRITERIA	STRATEGIC STEPS
1. Interesting, active provision for the most able.	1. 5	<p>(a) Continuing development of departmental schemes of work and practice.</p> <p>(b) Extra provision arranged by the more-able student coordinator.</p> <p>(c) Encourage extra reading, study and information skill development.</p> <p>(d) Introduction of Critical Thinking AS option for appropriate Year 10 students.</p> <p>(e) Provision for very able Sixth Form students.</p>	<p>Responsibility of Heads of Department working with SH.</p> <p>Costs vary according to activity. Provision includes allocated time for SH to work with students.</p> <p>Librarian linking with departments. Funding from curriculum development sources for extending the range of materials in the Library.</p> <p>Some introductory costs met by Curriculum Development Fund and staff training needs from Training Budget. Led by SH.</p> <p>NDC/WJ</p> <p><b>GCC</b></p>	<p>Checking by NDC. Evidence of improved curriculum provision for the most able students.</p> <p>Evidence of activities undertaken both within additional sessions and in the Pastoral Programme.</p> <p>Attendance at book clubs, other library clubs, and evidence from departmental experiences. Record of information skills sessions that take place.</p> <p>Course in place and provision monitored during development of study 2005-7. Results achieved by students first seen in 2007 although some module assessments may be available earlier.</p> <p>Preparation for changes to existing qualifications. Investigation of new qualifications.</p>	<p>2005 and on-going updating.</p> <p>Autumn Term 2005 and on-going.</p> <p>Rota established in Summer 2006 and regular meetings for club attenders.</p> <p>First cohort to begin in September 2005 and second cohort for September 2006. On-going review and evaluation to establish strategy thereafter.</p> <p>Guidance 2005-6. Preparation for higher level questions 2006-7.</p>
2. Strong and varied pathways for those in danger of disaffection.		<p>(a) Continuing work with the Stowe Unit.</p> <p>(b) Work with Inclusion Forum in securing extended work experience placements.</p> <p>(c) Review use of pastoral support planning.</p> <p>(d) Target approach to key stage mentoring.</p> <p>(e) Development of Curriculum Support Programme.</p> <p>(f) Provision of Level 1&amp;2 vocational courses at Key Stage 4 through District</p>	<p>One place available without cost. Placements responsibility of MMS in consultation with EJJ.</p> <p>LSC funded scheme supports new developments here.</p> <p>Arranged by MMS. Consider future coordination and support.</p> <p>Mentors to work within Guidance Team. Teaching and Learning Responsibility costs involved. Further developments to follow based on analysis and evaluation of end-of-year reports for individual students.</p> <p>Some costs of initiating Curriculum Support Option for selected students. Additional courses identified. NDC.</p> <p>NDC liaising with District 14-19 curriculum group over timetable and costs. Bid submitted to LSC for support with transport.</p>	<p>Overall indicators will include attendance and exclusion rates. Examination results at all levels in school can also be monitored – particularly with regard to identified students.</p> <p>Evidence will arise from the Pastoral Support Plan documentation and identification of strategies for managing expansion.</p> <p>Data based on performance of mentored students relative to predicted grades.</p> <p>Quality of Curriculum Support lessons.</p> <p>Students guided onto courses as appropriate. Successful completion of courses.</p>	<p>Development of links for MMS for 2005-6 year.</p> <p>Analyse effectiveness and future purpose of Inclusion Forum.</p> <p>Extend Pastoral Support Plan system into Sixth Form during 2005-2006.</p> <p>On-going 2005-6.</p> <p>September 2006 for next stage in expansion.</p> <p>First possible cohort in Sept 2006, completing summer 2008.</p>

		Partnership  (g) Complete Inclusion Quality Mark Audit and Action Plan.  (h) Identification of patterns of disaffection.  (i) Development of links with Relate	EJL/ASW alongside other staff as appropriate.  ASW/MMS to collaborate.  EJL with WT/Educational Psychologists. Cost to be met from inclusion budget.  <b>GSCC</b>	Achievement of Award and development arising from that.  Causes identified and strategies emerging.  Regular support available to students from Relate counsellors.	Secure IQM by Spring term 2007.  Study 2005-6 and implementation of strategies to begin in September 2006.  Summer term 2006
3. Appropriate provision for those with Special Educational Needs.		(a) Dyslexia Friendly Schools Initiative.  (b) Extended curriculum options.  (c) Managing special assessment arrangements in examinations.	Managed within Learning Support Department in conjunction with Senior Staff.  Entry costs within examinations budget. Costs also linked to the development of new courses.  Learning support with AJ. Some training and invigilation costs.  <b>GCC</b>	Achievement of next stage of the award scheme.  Evidence of new options operating successfully.  Analysis of student performance.	Application for next stage of award during 2005-2006. Action Plan arising from that as required.  Additional Options in place from September 2006.  On-going.
4. Inclusive curriculum experience for all our students.		(a) Use of appropriate variety of teaching and learning styles at Key Stage 3.  (b) Access to range of academic and vocational courses for all.  (c) Extend the inclusive nature of the Sixth Form.  (d) Review of R/S band arrangements in Years 8 and 9	NDC to co-ordinate on-going developments.  NDC with HODs and 14-19 group.  Support for Level 3 courses and options to select Level 2 or 1 course as appropriate within area 14-19 contexts.  NDC to work with Curriculum Committee on recommendations for adapted model to better meet the needs of our intake.  <b>GCC</b>	Evidence through observations that there is a variety of appropriate practice.  Evidence of appropriate range of provision.  Expansion of post-16 experience.  Analysis of student performance in remodelled groups, if implemented.	In progress and extended in 2005-6.  Established by 2008.  New options at Level 1 and 2 by September 2006. Creation of additional pathways within the context of area 14-19 project.  Recommendations made and communicated to all staff in time for implementation in Sept 2006

Objective S3. Excellence in the quality of specific guidance and feedback to students about the standards of their work.

IMPROVEMENT AREA	OFSTED ACTION POINTS	ACTION POINTS	RESOURCES AND RESPONSIBILITIES	SUCCESS/EVALUATION CRITERIA	STRATEGIC STEPS
1. Consistent approaches to marking and assessment.	3	(a) Creation of revised Assessment and Marking policy, to include review of internal exam arrangements. (b) Assessment for Learning and Leading in Learning (c) Sampling of marking. (d) Student knowledge of own standards.	Established by NDC through Curriculum Committee and then promoted widely. Invigilation to be costed accordingly. Heads of Department to build in to departmental guidance. NDC to oversee. To be considered during departmental supported self-reviews and more regularly by Heads of Department. NDC to work with HODs on departmental routines and ASW to work through reporting procedures. GCC	New policy in place; principles well known by staff; reflected in departmental practice. Learning experiences operating with such principles in mind. Evidence of consistent practice. Students know the standard of their current work and how to improve further.	Policy in place by end of Spring Term 2005. Training to continue into 2005-6 year and initial Leading in Learning project to be launched during the year. Work sampling to continue during 2005-6. Progress made already and to be expanded during the 2005-6 year.
2. Developed mentoring support.		Investigate ways of consolidating and extending our current approaches to mentoring.	MMS working with current mentors and guidance team. GSCC	Recommendations available to SMT. Action Points then to arise as a consequence of this.	Recommendations available during Summer Term of 2006. Action points established during Autumn Term of 2006-7 year.
3. Consistent reporting and monitoring systems.		(a) Consolidation of new reporting system. (b) Continuing guidance to staff regarding report writing and target setting. (c) Consolidating routine systems for effective operation of interim checks. (d) Increase use of reward systems.	ASW to use experience from last year to support refinements to the system during 2005-6. Unlikely to involve additional costs. ASW with SMT to communicate expectations about the elements that reports should include Investigate ways of making interim feedback impact on learning more effectively. MMS to co-ordinate. House Point system to be further encouraged at Key Stage 3 and Student Commendations to be reviewed for Key Stage 4. Issue of Sixth form Rewards to be considered. JAS to work with students on potential systems. Consultation with Guidance Team and others as required. GSCC	Helpful amendments to the process implemented. Evident quality of guidance in reports and clarity of targets. Systems established and in operation across all year groups in school. Rewards strategies more widely used and evidence that they are having an impact on student attitudes and learning.	Amendments made in an on-going way during 2005-6. Established for 2004-2005 year. Expectations discussed and communicated during 2005-6 year. Implemented during 2005-6 year. Key Stage 3 system promoted during Autumn Term of 2005 and beyond. New ideas in place for Key Stage 4 and the Sixth Form by Autumn Term of 2006.
4. Improved home-school links and communication.		(a) Use of e-mail to parents as an alternative form of communication. (b) Establish improved levels of parental feedback regarding school issues.	Further development of this during 2005-6 year. JAS to co-ordinate communications approaches working with SMT and others as appropriate. GSCC	Increasing number of e-mail addresses within our records and evidence of regular use of this form of communication. Analysis of parental views through satisfaction survey and improvement of parental satisfaction quote annually over a 4 year cycle.	Increasing use during 2005-6 year. Spring 2006 introduce survey to staff and implement first cycle. Feed back summer 2006, identify action points and feed into SIP.

Objective S4. Excellence in the range of opportunities available for student growth and development, including opportunities for creative experience

IMPROVEMENT AREA	OFSTED ACTION POINTS	ACTION POINTS	RESOURCES AND RESPONSIBILITIES	SUCCESS/EVALUATION CRITERIA	STRATEGIC STEPS
1. Encouragement and support for extra-curricular activities.		<p>(a) Create a summary document regarding the availability of activities for students.</p> <p>(b) Continued celebration of successes and events through school information and displays, assemblies and the local press.</p>	<p>JAS to co-ordinate annual production of this and to publicize its availability.</p> <p>Press and Publicity personnel to actively promote such work. Links to school display staff. JAS to co-ordinate.</p> <p><b>GSCC</b></p>	<p>Document created and available in paper and on the website.</p> <p>Regular examples of press coverage and information within school information. Displays within school reflect a range of extra-curricular work.</p>	<p>To become a routine feature during 2005-6 year.</p> <p>On-going attention to this.</p>
2. Monitoring of levels of involvement.		Use of information about student participation to inform decisions about developments and facilities required.	<p>JAS to work with SMT to identify trends. Involvement of students themselves in assessing provision and reasons for varying types of involvement.</p> <p><b>GSCC</b></p>	Recommendations arising in time for September 2006.	<p>2005-6 year.</p> <p>Phased provisional programme of developments based on the recommendations for September 2006, 2007 and 2008.</p>
3. Access to facilities to support homework and coursework.	7	Continued development of Learning Resources to help raise standards of achievement.	<p>Additional ICT support to make this project possible, linked to NDC and Librarian. Funding from Raising Achievement SST project until April 2006 and then funded through school for the period to February 2007.</p> <p><b>GCC</b></p>	Existence of appropriate collections which are publicised and used by students at the right times.	On-going from February 2005 and substantial resource use by 2007.
4. Developing Enterprise Education and Work Related Learning.		<p>(a) Agree on definition and policy then disseminate to staff.</p> <p>(b) Review Work Related Learning audit.</p> <p>(c) Sharpen up present delivery and implement delivery of 'gaps' identified in provision.</p> <p>(d) Audit Enterprise Education.</p> <p>(e) Trial and adopt new materials and methodologies, including mini-enterprise.</p>	<p>(a) ASW in collaboration with SMT – Spring term 2006.</p> <p>(b) ASW with SMT, HoDs and Curriculum and Pastoral Committees.</p> <p>(c) ASW as above. Some need to trial new materials. Possible need to find extra curriculum time.</p> <p>(d) ASW as above.</p> <p>(e) ASW as above.</p> <p><b>GCC</b></p>	Creation of policies, a newly defined programme and evidence of additional learning activities responding effectively to needs in this area.	<p>Enhanced programme being delivered in 2006-7.</p> <p>Sampling of named students' work in 2006-7.</p> <p>Investigate the possibility of a work-based qualification for all in 2008.</p>
5. Review and improve recording/assessment of Citizenship Programme.		<p>(a) Review delivery of programme in Summer term 2006 – relate activities to levels of attainment/competency.</p> <p>(b) Sample named students' Citizenship outcomes in 2006-7.</p> <p>(c) Ensure that students are aware when they are undertaking a programmed 'Citizenship' activity.</p>	<p>(a) ASW with Heads of Department and Curriculum and Pastoral Committees.</p> <p>(b) ASW with teachers of Citizenship Programme.</p> <p>(c) ASW with Heads of Department and teachers of Citizenship Programme.</p>	<p>(a) Revised/reviewed programme in place for Autumn 2006 with map of when activities will be undertaken.</p> <p>(b) Profile of effectiveness of delivery/recording of attainment for named sample.</p> <p>(c) Students aware of own Citizenship development.</p>	Investigate possibility of a short course qualification for all at GCSE level in Citizenship in 2007.

6. Review opportunities for creativity within school.		<p>(a) Continuing promotion of approaches in all subjects that encourage students to use a range of learning styles as they work in all subjects.</p> <p>(b) Encouragement of student initiation of projects around and beyond the school.</p> <p>(c) Potential for additional creative arts options.</p>	<p>Ideas to be shared at a variety of forum opportunities. NDC to encourage and co-ordinate the exchange of ideas.</p> <p>Ideas to arise via School Council and other student groups within school.</p> <p>To be considered as site developments allow potential for expansion. NDC working with relevant staff.</p> <p><b>GCC</b></p>	<p>Approach to aspects of work to develop and involvement in extensions of routine work established.</p> <p>Continuing evidence of student generated projects.</p> <p>Creation of new course or courses.</p>	<p>Initiation of emphasis on this from September 2005.</p> <p>On-going.</p> <p>BTEC Performing Arts to be offered at KS4 in September 2006.</p>
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Objective S5. Excellence regarding the quality of general advice available to students

IMPROVEMENT AREA	OFSTED ACTION POINTS	ACTION POINTS	RESOURCES AND RESPONSIBILITIES	SUCCESS/EVALUATION CRITERIA	STRATEGIC STEPS
1. Continue to develop internal guidance by creating opportunities for tutors to see students at important stages.		<p>(a) Create further opportunities for individual guidance discussions at essential stages.</p> <p>(b) Continue to improve guidance materials and documentation available in the LRC and through ICT facilities.</p>	<p>ASW with MMS to investigate possible opportunities. Some supply costs could arise, depending upon approach taken.</p> <p>Some stock and material costs: oversight by EM, DY, SY and ASW. Time needed within pastoral programme to show students where the information is and how to gain access.</p> <p><b>GSCC</b></p>	<p>Calendared schedule for the guidance discussions established. This could involve a longer term understanding of how such opportunities can be made sustainable over time.</p> <p>Improved student use of such information. Clear evidence that student introductions to such material are actually taking place.</p>	<p>Routines determined during 2005-6 year.</p> <p>On-going improvements to guidance materials in LRC throughout period 2005-9.</p>
2. Increase emphasis on personal development within wider context of school improvement.		<p>(a) Every Child Matters audit of school improvement plan..</p>	<p>SMT as part of ongoing review and updating of SIP</p> <p><b>GSCC</b></p>	<p>Wider shared understanding of ECM agenda and of existing provision within school.</p>	<p>Audit conducted Spring 2007.</p>

Objective S6. Excellence regarding student conduct, appearance and relationships in school

<b>IMPROVEMENT AREA</b>	<b>OFSTED ACTION POINTS</b>	<b>ACTION POINTS</b>	<b>RESOURCES AND RESPONSIBILITIES</b>	<b>SUCCESS/EVALUATION CRITERIA</b>	<b>STRATEGIC STEPS</b>
1. Attention to student conduct and manners around and beyond the site.		(a) Consistent enforcement of school uniform regulations. (b) Reinforcement of expectations through Assembly programme.	MMS to identify, implement and monitor system to establish greater consistency of approach.  Headteacher to emphasise expectations of behaviour and attitudes both within and beyond the school site using opportunities in Assembly. <b>GSCC</b>	Evidence that the school uniform is being worn more smartly, leading to positive approaches to school expectations. Assemblies having taken place and evidence of general levels of appropriate conduct.	Academic Year 2005-2006.  Academic Year 2005-2006 and beyond.
2. Review and revise whole-school behaviour policy, including school rules.		Identify a range of opportunities for discussion and evaluation of existing policy.	MMS to work with SMT, Guidance Team, School Council and all staff.	Revised policy in place and approved by Governors. Strategies in place to make all staff and students routinely aware of it and to ensure consistency of approach from staff in its implementation and acceptance by students.	Summer term 2006.
3. Identify strategies which allow for a greater staff presence (SMT and others) around the school during the day.		(a) Review DSSD system in order to make it more effective and reliable. (b) Development of strategies to ensure a staff presence between lessons to improve student movement around the site and student punctuality. (c) Development of further strategies for the recruitment and retention of lunch-time supervisors. (d) Review and evaluation of all information provided to supply teachers. Production of a new induction/information pack for all new staff.	NDC to initiate discussion.  SMT in discussion with all staff.  EJL working with SMT, TN and existing lunch-time supervisors.  EJL working with SB.	Details of review published to all staff.  Improvements in student punctuality to lessons.  Increase in number of lunch-time supervisors to 6 or 7.  New documentation in place.	Summer term 2006.  Academic year 2006-2007.  Spring term 2007.  Autumn term 2006.
4. Development of further strategies for communicating expectations of behaviour to all students.		(a) Identify strategies for regular reinforcement of terms of Home-School Agreement. (b) Increase of use of letters home re uniform to inform parents and remind them of our expectations. (c) Develop use of Kespress and school website as a way of reminding all stakeholders of our expectations with regard to conduct.	MMS working with Guidance Team.  MMS working with Guidance Team.  JAS working with SMT, Guidance Team, BK and NC.	Greater awareness of Home-School Agreement.  Further improvements in uniform standards.  Regular up-dates on conduct in Kespress and on website.	Summer term 2007.  Autumn term 2006.  Spring term 2007.



		(d) Development of strategies which lead to further improvement in examples of conduct being set by Sixth Form students – including standards of uniform and the carrying-out of prefectorial duties.	WJ working with DY, Sixth Form Tutors, MMS and Guidance Team.	Increased reliability in prefect duty system and further improvements in Sixth Form uniform.	Autumn term 2006.
5. Re-launch house points system at Key Stage 3.		Development of a system which allows for the centralised recording of house points.	MMS and JAS working with Guidance Team and House Co-ordinators.	Wider use of house points and greater effectiveness of house points as motivators for students.	Summer term 2007.
6. Evaluate and review structures for praise and reward at Key Stage 4.		Implementation of new structure at Key Stage 4.	MMS working with SMT and Guidance Team.	Effective system for praise and reward at KS4 which is more regularly and consistently used than the current student commendation system.	
7. Develop use of postcards home for praise and reward.		Extend use to all year groups and into curriculum areas.	NDC and MMS with Guidance Team and Curriculum Committee.	Significantly increased use of postcards home.	Spring term 2007.
8. Developments in use of homebook.		(a) Evaluate homebook usage and lay-out. (b) Redesign homebook, as appropriate. (c) Develop strategies to encourage more consistent use of homebook by staff and students.	MMS with Guidance Team. MMS with Guidance Team. MMS with Guidance Team.	Homebook used consistently by all year groups and students of all abilities both as a vehicle for home-school communication and as a student organiser.	Autumn term 2007.
9. Developing of 'Behaviour for Learning' Strategy.		Evaluation and development of current strategies for ensuring good behaviour in class.	NDC and ASW working with the Curriculum Committee.	Clearer understanding of Personal Development aspects of the curriculum by all staff.	Spring term 2008.
10. Plan for and deliver Phase 2 of Behaviour Management Training Strategy with Andy Vass.		Completion of four days training for a group of ten teachers, with Behaviour Support Co-ordinator and Behaviour and Attendance Consultant.	EJL.	Increased confidence at departmental level in the management of classroom behaviour. Greater consistency of approach across the school in approaches to behaviour management.	Summer term 2006.
11. Development of further support systems for teachers and students.		Continued development of strategies linked to Pastoral Support Plans.	Guidance Team to work with MMS in these particular cases. <b>GSCC</b>	Records of PSP and other documentation to provide impact.	On-going.

## EXCELLENCE IN ALL AREAS

### Objective A1. Excellence in the accommodation, facilities and resources for departments

IMPROVEMENT AREA	OFSTED ACTION POINTS	ACTION POINT	RESOURCES AND RESPONSIBILITIES	SUCCESS/EVALUATION CRITERIA	STRATEGIC STEPS
1. New Music facilities.	4	<p>(a) Replacement of existing HORSAs buildings and creation of facility close to Bader Hall and other arts subject areas.</p> <p>(b) Demolition of HORSAs buildings and conversion of site into green area.</p>	<p>£1,100,000. Links with County co-ordinated by SEB and E.J.L. Likely to require a school input of £135,000.</p> <p>Cost of demolition within £1,100,000 but some potential additional cost (estimated at £10,000) to establish usable green area.</p> <p><b>GPCC</b></p>	<p>Music facilities created and improved access to Hall and links with other departments.</p> <p>Attractive and useful new area created.</p>	<p>Building to begin in Autumn Term of 2005. Move into new building during Summer term of 2006.</p> <p>Autumn 2006</p>
2. Improved facilities for Art, Drama and History.	4	<p>(a) Establish plan for Art and Design and Drama as part of the vision that creates the new Music facility.</p> <p>(b) Investigate funding opportunities for Phase 2.</p> <p>(c) Completion of planned S13 extension and ICT project.</p> <p>(d) Identify additional teaching space to accommodate Art and Design classes in the short term, pending development of Phase 2.</p>	<p>Ensure that planning for Phase 1 of the Arts Development incorporates planning for Phase 2 so that it can proceed as soon as possible when funds are available.</p> <p>Business Manager et al.</p> <p>Costs in region of £50,000 from school resources.</p> <p>Cost will depend upon extent of conversion issues arising.</p> <p><b>GPCC</b></p>	<p>Plan in place.</p> <p>Funding identified and secured.</p> <p>Facility developed and in use.</p> <p>Improved rooming arrangements for 2006-7 school year.</p>	<p>September 2006.</p> <p>Identify most likely source by January 2007. Secure funding by January 2008. Spring Term 2006.</p> <p>Identification during 2005-6 school year with necessary work during summer of 2006.</p>
3. Agree school-based Asset Management Plan with D.P.O. and plan replacement of some temporary buildings and attention to urgent matters identified.	6	<p>(a) Identification of schedule for replacement.</p> <p>(b) Grounds improvements and landscaping of areas vacated.</p> <p>(c) Replacement of roof on Bader building.</p>	<p>SEB. Process to be linked to success of other parts of the Premises Development Schedule.</p> <p>Small final costs to ensure attractive site and take advantage of opportunities that arise for social areas or other facilities.</p> <p>Costs in region of £250,000 and County support sought in this case.</p> <p><b>GPCC</b></p>	<p>Schedule established in broad terms with necessary interim arrangements to facilitate effective teaching and learning. Evaluated as it occurs.</p> <p>Inspected once completed and rest of the implementation has taken place.</p> <p>Roof replacement completed.</p>	<p>December 2006.</p> <p>Phased completion as sites become cleared by other developments.</p> <p>As soon as possible during 2006-7 year.</p>
4. Relocation of department areas where desirable.	4,6	<p>(a) Relocations arising from new building developments.</p> <p>(b) Relocations arising from replacement of temporary buildings.</p> <p>(c) Other relocations.</p>	<p>First move will be that of the Music department itself during Summer of 2006. This will be followed by other departments into vacated and refurbished rooms. This refurbishment will be a cost in itself.</p> <p>Some of this will arise from (a) above and from the potential new Sixth Form Centre (see S1).</p> <p>To be identified as developments arise.</p> <p><b>GPCC</b></p>	<p>Evidence of moves being made according to plan and of minimal disruption to the education process.</p> <p>Further evidence of disappearance of mobile classrooms.</p> <p>Yet to be determined.</p>	<p>Summer 2006 onwards.</p> <p>To begin during Summer Term of 2006.</p> <p>Yet to be determined.</p>

Objective A2. Excellence in the quality of teaching and learning.

IMPROVEMENT AREA	OFSTED ACTION POINTS	ACTION POINT	RESOURCES AND RESPONSIBILITIES	SUCCESS/EVALUATION CRITERIA	STRATEGIC STEPS
1. Improved Departmental Review processes.	2	Continue to develop the new departmental self-review system, linking it to County support and review processes.	NDC to set schedules, negotiate with County and allocate review teams.  <b>GCC</b>	New format understood and operating regularly to the schedule established. Evidence that the revised system is helpful in raising standards and identifying areas for further development.	Schedule now established and under way. Revision and updating during 2005-2006 to allow for County developments.
2. Enhanced work reviews at departmental level.	2	(a) Regular reviews of student work to become part of normal departmental practice. (b) More regular information to Governors regarding the work of departments.	Heads of Department reporting to NDC.  Governors to receive information more directly with departments.  <b>GCC</b>	Regular reviews in place for all departments.  Links established and having positive outcomes.	Developing during 2004-5 and then established and consolidated during the 2005-6 year. Links created during 2005-6 year and evaluation of outcomes by January 2007.
3. Development of strategies for analysing and disseminating information from E-PANDA.		Arrange a day for NDC to meet with relevant Heads of Department to analyse E-PANDA in detail.	NDC with Heads of Department in core subject areas.	Brief report to be produced summarising the main messages from the E-PANDA as a basis for future target-setting.	Structure in place and first report published for SMT, Heads of Department and Governors in Spring term 2006.
4. New strategies and priority regarding the sharing of good practice.	2	(a) Extract trends from Departmental Review reports to exchange ideas across the school. (b) Use of focus groups to spread teaching and learning ideas. (c) Coaching approach to help improve teaching and learning.	SMT to ensure that content of such reports is publicised and absorbed.  Establish groups for particular initiatives to champion such developments. To be developed by EJL as a professional support activity. Part of training budget will be allocated for such coaching.  <b>GSCC</b>	Test awareness of content of reports and whether information and guidance has been useful.  Existence of such groups and evidence of their impact. Records of coaching activities in training records and evidence of effect through usual evaluation processes.	First summary report planned for Spring Term of 2006 based on reviews completed by that stage.  2005-6 year onwards.  To begin in 2005-6 year as a costed exercise within training budget. Expanded in the 2006-7 year if successful.
5. Developed approaches to training provision.		(a) Targeted training patterns to be extended in a manageable way. (b) Involvement in local and national initiatives to further raise standards of teaching and learning.	Phased group training according to need and practicalities. Arranged by EJL in consultation with diary and other requirements. SMT and other members of staff as appropriate to the initiative – apply approach to Leading in Learning.  <b>GSCC</b>	Focus upon one identified priority area per year and record of completion for target groups.  Outcomes of initiative to be communicated more widely to staff during the subsequent year.	To continue in 2005-6 year.  Phase 2 to be achieved during 2005-6 following initial work on Assessment for Learning during 2004-5.
6. Closer links and interdependence between departments to support the wider development of students as learners.		(a) Increased emphasis on Information Literacy  (b) Introduction of National Strategy Leading in Learning programme	NDC/EM to co-ordinate the work of the IL working party. £6000 from Staffs Innovation Fund to support LRC development.  NDC to co-ordinate County advisor to deliver 'trio' training to groups of staff from across department areas.  <b>GCC</b>	Guidelines for developing IL produced by working party and in use by all departments.  Thinking skills sessions delivered collaboratively between departments, observed and evaluated. Students able to apply thinking skills autonomously.	Working party initial work to be completed by July 2006.  Initial LiL sessions delivered in Summer term 2006.

Objective A3. Excellence in our approach to achieving the highest possible standards and in monitoring progress made

IMPROVEMENT AREA	OFSTED ACTION POINTS	ACTION POINT	RESOURCES AND RESPONSIBILITIES	SUCCESS/EVALUATION CRITERIA	STRATEGIC STEPS
1. Development of meaningful ways of target setting.		(a) Develop existing whole-school target setting arrangements to link with strategic planning. (b) Further development of target setting at departmental and student level. (c) Development of whole-school guidelines for effective use of predictive data	Headteacher with Governors.  SMT with Heads of Department and Heads of Year.  WJ to lead working party on data, in collaboration with NDC / MMS.  <b>GFSC</b>	Longer term patterns emerging and greater Governor involvement in establishing a range of relevant targets.  Staff and students more aware of targets and how they compare with current 'working at' levels.  Guidelines in place, and being applied, to ensure effective use of ALIS, YELLIS and MidYIS data by curriculum and pastoral teams.	Continuation during 2005-6 year and review in 2007-8 when outcomes known.  Expand existing practice and developed processes by Summer term of 2006.  Sixth Form and Y10 tutors, and all departments, applying new guidelines from Sept 2006.
2. Communication and clarity of objectives.		(a) Objectives for the year to be produced in summary form each year by and for Governors. (b) Regularly communicate such objectives to staff.	Points of emphasis discussed and agreed annually by GFSC and single sheet summary circulated to all Governors.  ADM to explain main points in staff meetings and display sheets in school.  <b>GFSC</b>	Existence of such sheets and understanding of their content by all Governors.  Good level of staff understanding of objectives.	Continue with process initiated in 2004-5 and evaluate impact in Autumn Term of 2006-7 year.  Communicate new objectives during Spring Term of 2006.
3. Greater student and parental awareness of expectations, standards and traditions.		(a) Information in booklets and prospectus. (b) Use of website and communications home. (c) Use of assemblies and meetings with parents to promote expectations, standards and traditions.	Headteacher and other staff responsible for producing booklets. JAS, BK and staff with press and publicity responsibilities. All staff, with support from SMT where necessary.  <b>GFSC</b>	Amendments and improvements made to booklets and prospectus. On-going regular references in communications.	On-going attention to this as each booklet is produced. On-going.  On-going.
5. Development of the use of online learning resources to raise standards.	6	(a) Review structure of website and develop further plans for its purposes.  (b) Evaluate learning platform options and further develop intranet,	To become established as part of the wider ICT development plan for the school co-ordinated by NDC.  NDC / WO / RD to work with departments on further development and evaluation.  <b>GFSC</b>	Evidence of increasing visits to the website and its use as part of school strategies for improving standards.  Evidence through observation and reviews of more effective use of resources for learning.	Development during 2005-6 year and then redesign during 2006-7. Evaluation of progress in 2008.  Strategic decision on learning platform by April 2007.

Objective A4. Excellence in planning and managing change.

<b>IMPROVEMENT AREA</b>	<b>OFSTED ACTION POINTS</b>	<b>ACTION POINT</b>	<b>RESOURCES AND RESPONSIBILITIES</b>	<b>SUCCESS/EVALUATION CRITERIA</b>	<b>STRATEGIC STEPS</b>
1. Strategic Planning.		Create a new policy for Strategic Improvement Planning routines.	Headteacher. <b>GFSC</b>	Policy established and routines defined and in place.	Autumn Term of 2005.
2. Developed planning of course provision relating to our broad curriculum needs.		(a) Establish more stringent course development processes. (b) Adapt and adopt national 14-19 strategy both for our own needs and those of district.	Routines established by NDC and by Business Manager. Involvement of ADM and SMT with due regard to collaborative area projects. <b>GCC</b>	Improved and understood routines for planning that take full account of staffing, examination and financial implications. Rationale for provision clear both within school and as it relates to district provision as a whole.	September 2005 onwards.  September 2006 and on-going link to district project development.
3. A planned approach to the future status of the school.		(a) Regular reviews by Governing Body of our status as a school.	To discuss initially as a strategic item and then to place on agenda of full governors' meetings at least annually. <b>GFSC</b>	A clear view always in existence among Governors and elsewhere regarding why the school has its current status.	Discussion item during Autumn term each year.

Objective A5. Excellence in the provision of information, support, training and development opportunities for staff and governors.

<b>IMPROVEMENT AREA</b>	<b>OFSTED ACTION POINTS</b>	<b>ACTION POINT</b>	<b>RESOURCES AND RESPONSIBILITIES</b>	<b>SUCCESS/EVALUATION CRITERIA</b>	<b>STRATEGIC STEPS</b>
1. Continued work with Investors in People or similar external advice and assessment to enhance our position.		Make use of the 2005 successful IIP reassessment report to identify areas for further improvement.	EJL to analyse and co-ordinate a series of responses.  <b>GSCC</b>	Ability to identify initiatives arising from this analysis and assessment of their impact.	Analysis during 2005-6. Main responses established during 2006-7. Preparation for reassessment in 2008.
2. Enhance 'Learning School' environment for staff and governors as well as students.	2	Use capacity within Senior Team structure to create additional opportunities for discussion and identification of staff/governor learning needs.	EJL to co-ordinate. Costs to be met through training budget.  <b>GSCC</b>	Evidence that accurate and refined identification of learning needs are in place.	On-going with a review of improvements by July 2006.
3. Establish greater understanding of how systems work.		(a) Increased use of staff meetings to provide brief regular updates on school routines. (b) Short briefings to Governors to become a regular part of committee meetings. (c) Continued updating of documentation regarding routines and use of ICT forms of staff handbook. (d) Review and develop induction processes.	Headteacher to plan inclusion of such items in consultation with SMT.  Committee to request items for next meeting and Headteacher to arrange with appropriate staff.  SMT to update documents coordinated by EJL.  All SMT involved coordinated by EJL. <b>GSCC</b>	Improved general staff familiarity with all routines and developments.  Improved governor understanding of how the school operates.  Documentation in place.  Revised, improved processes, especially for staff other than NQTs.	Extended during 2005-6 year.  Continuation during 2005-6 year.  On-going.  Revised programme and policy for September 2006.

4. Continued attention to workforce restructuring and issues of life balance.		<p>(a) Continued development within the spirit of the existing changes.</p> <p>(b) Development of role of Cover Supervisor</p> <p>(c) Implement and monitor Staff Review.</p>	<p>Headteacher and SMT to continue to extend support areas whenever possible. Financial implications of such changes will be discussed with governors regularly.</p> <p>EJL to prepare job description in consultation with SMT</p> <p>Headteacher, EJL and SEB to prepare for introduction of new TLR structure.</p> <p><b>GSCC</b></p>	<p>Increasing opportunities taken to expand support in school in ways that raise standards and allow teachers to concentrate on priority concerns.</p> <p>First Cover Supervisor in post, followed by evaluation and possible further recruitment.</p> <p>New TLR structure in place and communicated to all staff.</p>	<p>On-going, continuing from 2003-4 year.</p> <p>Summer term 2006.</p> <p>September 2006</p>
5. Improvements in communications with all staff.		<p>(a) Consultative group for teaching staff to be set up, similar to the Support Staff Liaison Group.</p> <p>(b) Regular staff bulletin to be introduced – in either paper or electronic format.</p> <p>(c) Regular meetings to be established between headteacher, other members of SMT and representatives of professional associations.</p>	<p>EJL to lead consultation with all teaching staff on the formation of such a group during the Spring term of 2006.</p> <p>EJL to trial a bulletin once every two or three weeks during the Spring term of 2006 and evaluate thereafter.</p> <p>EJL to establish meetings during the Spring term of 2006.</p> <p><b>GSCC</b></p>	<p>Group in place by end of academic year 2005-2006.</p> <p>Bulletin up and running during Spring term of 2006.</p> <p>Meetings in place from January 2006 and included in annual school calendar thereafter.</p>	<p>On-going with opportunities for evaluation of progress once established.</p> <p>Evaluation of bulletin in Summer/Autumn term of 2006.</p> <p>On-going.</p>

Objective A6. Excellence in developing a community dimension to our school.

IMPROVEMENT AREA	OFSTED ACTION POINTS	ACTION POINT	RESOURCES AND RESPONSIBILITIES	SUCCESS/EVALUATION CRITERIA	STRATEGIC STEPS
1. Agreement of manageable community ambitions.		Discussion in school and beyond regarding possibilities and needs.	<p>Headteacher and SEB to lead discussions and link to school strategic planning.</p> <p><b>GPCC</b></p>	Wider range of understanding and interest in potential.	2005-6 school year.
2. Creation of a community plan.		Governors to agree a plan for developing the community dimension to the school.	<p>Headteacher and Business Manager to create plan based on consultation.</p> <p><b>GPCC</b></p>	Plan agreed and in place.	September 2006
3. Implementation and evaluation of the school community plan.		<p>(a) Actual details depend upon plan itself.</p> <p>(b) Plan updated annually once implementation stage has begun.</p>	<p>Costs likely but unknown and likely to need to be met from sources other than the delegated school budget.</p> <p>Updating by Business Manager in consultation with SMT.</p> <p><b>GPCC</b></p>	<p>Developments themselves to be monitored according to schedule of plan.</p> <p>Checked annually when overall Strategic Improvement Plan is updated.</p>	September 2007

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