

Department of Education and Children

Rheynn Ynsee as Paitchyn

26th May 2017

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RE: REQUEST UNDER THE FREEDOM OF INFORMATION ACT 2015 ("the Act")
Reference Number – IM86939I

Thank you for your request received by the Department of Education and Children on 2017.

Details of request

The Articles of Government for the Islands 5 secondary schools (which came into force on 1st May 2013) each contain an identical Article 6 (School Improvement Plan) namely:

(1) The head teacher shall prepare annually, in such form as may be required by the Department and after consulting the governing body, a 3 year improvement plan specifying the educational, managerial and business priorities for the school.

(2) The governing body shall consider the plan prepared under paragraph (1) and shall submit it, with such recommendations for modification as it thinks appropriate, to the Department.

(3) The Department may approve the plan with or without modifications.

In relation to each of the Island's secondary schools please provide the following information pursuant to this Article: The date of the most recent School Improvement Plan submitted by the respective governing body. The educational, managerial and business priorities detailed therein by each school together with timescales for delivery and details of how performance against these priorities is to be assessed (e.g. KPIs, benchmarking criteria etc).

What recommendations were submitted (if any) by each school's governing body to the Department in respect of the latest submitted plan?

Whether the Department accepted or rejected any such recommendations proposed by the governing body.

Department Response

The Department is pleased to provide you with the current School Improvement Plans for the 5 secondary schools and covers the periods listed below. However, as the School Improvement Plans are reviewed on annual basis, the attached plans are the most current ones the Department holds.

Ballakermeen High School – 2016 – 2017

Castle Rushen High School – 2015 – 2018

St Ninian's High School – 2016 – 2017

Queen Elizabeth II High School – 2016 - 2017

Ramsey Grammar School – 2016 – 2019

I can advise that no recommendations were made by each of the school's governing bodies in respect of these plans and therefore, there were no recommendations for the Department to accept or reject.

Please note that some minor redaction has been necessary to some of the attached documents for the purposes of preserving data which is classed as personal information - this is therefore subject to absolute exemption provisions under section 25 of the Act.

The attached information will also be published on the Government website in due course should you wish to revisit it.

Review Process

If you are unhappy with this response to your Freedom of Information request, you may ask us to carry out an internal review of the response, by completing a Review/Complaint form and submitting it electronically or by delivery/post to: Mr Andrew Shipley, Legal and Administration Manager, Hamilton House, Peel Road, Douglas, Isle of Man, IM1 5EZ.

An electronic version and paper version of our Review/Complaint form can be found by going to www.gov.im.about-the-government/freedom-of-information/
Your Review/Complaint request should explain why you are dissatisfied with the response, and should be made as soon as practicable. We will respond as soon as the review has been conducted.

Appeal Process

If you are not satisfied with the result of the review, you then have the right to appeal to the Information Commissioner for a decision on;

1. Whether we have responded to your request for information in accordance with Part 2 of the Freedom of Information Act; or
2. Whether we are justified in refusing to give you the information requested.

In response to an application for review, the Information Commissioner may, at any time, attempt to resolve a matter by negotiation, conciliation, mediation or another form of alternative dispute resolution and will have regard to any outcome of this in making any subsequent decision.

More detailed information on your rights to review is on the Information Commissioner's website at www.inforights.im/contact-us/

Should you have any queries concerning this letter, please do not hesitate to contact me.

Further information about Freedom of Information requests can be found at www.gov.im/foi

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School Improvement Plan

March 2016

Our Aim:

To raise achievement by sharing good practice and improving wellbeing.

Appraisal Target:

To improve wellbeing, develop the Key Stage 3 curriculum, and enhance mentoring and coaching.



Acronyms used in this document

Yellis: Predictive data provided by Durham University

VA: Value added above predictive data

AfL: Assessment for Learning (formative assessment)

IIC: Investors in Careers

CEIAG: Careers Education, Information, Advice and Guidance

DLDs: Deep Learning Days – students experience a different shape and depth of learning

FL: Faculty leader

SL: Subject leader

SLT: Senior Leadership Team

MFL: Modern foreign languages

DT: Design technology

DEC: Department of Education and Children

E4L: Essentials for Learning (child-centred learning project)

SIMS: Schools Information Management System

Strategic Planning Objective One 2015: How well do pupils achieve? (Attainment, achievement against prior attainment, attitudes, values and personal qualities)

Operational Target	Resources / Action	Key Performance Indicators	Evidence / Review	Review
Targeted interventions to improve results, including coaching and mentoring.	<ol style="list-style-type: none"> 1. Develop resources to support mentoring 2. Share resources with all mentors 3. Develop smaller teams within larger groups 	<ol style="list-style-type: none"> 1. Resource development allocated to mentors from each faculty 2. Resources shared with each mentor 3. Smaller teams formed with team leader assigned 4. Monitor use/impact of resources 5. Review at end of year 	<ol style="list-style-type: none"> 1. Improvement from baseline of mentored students. 	September 2017
Assessment	<ol style="list-style-type: none"> 1. Faculty target setting based on more focused and effective use of data. 2. Monitor levels of progress. 	<ol style="list-style-type: none"> 1. Targets agreed for all classes 2. Trace progress against targets set 3. Review and plan for further improvement at each assessment opportunity. 4. Review against final grades set. 5. Underachievement identified. 6. Plans for improvement in place. 7. Use levels of progress to inform target setting. 	<ol style="list-style-type: none"> 1. Targets agreed. 2. Review meetings agree action points. 	February 2017
Assessment (Learning review)	<ol style="list-style-type: none"> 1. Triangulated review of tracker booklets. 	<ol style="list-style-type: none"> 1. Questionnaires prepared for parents, tutors and students. 	<ol style="list-style-type: none"> 1. Responses to surveys discussed in line manager meetings. 2. Refinements to system implemented. 	October 2016
Develop e-learning	<ol style="list-style-type: none"> 2. Introduce and develop ITS Learning. 	<ol style="list-style-type: none"> 1. Developing use of ITS Learning as an e-learning platform. 	<ol style="list-style-type: none"> 1. Students and staff trained in use of platform. 2. Programmes of study implemented on platform. 	February 2017

Strategic Planning Objective Two 2015: How effective are learning and teaching? (Learning and Teaching, Assessment, Curriculum, Learning Resources, Learning Environment)

Operational Target	Resources / Action	Key Performance Indicators	Evidence / Review	Review
2a/3a Develop curriculum	<ol style="list-style-type: none"> Review of KS3 curriculum: to include: Progression; Condensed KS3 models; Literacy and Numeracy interventions; Teaching & Learning strategies; Timetabling and staffing. Provide appropriate curriculum support for most / least able through timetable and intervention groups. 	<ol style="list-style-type: none"> Discussions with FLs and subject leaders. Review complete and reported to SLT. Creation of intervention groups in Y7, Y8 and Y9 	<ol style="list-style-type: none"> SIP includes reforms Triangulated review of each group involving performance data, and feedback from stakeholders. 	April 2017
Develop Literacy	<ol style="list-style-type: none"> Review resources and practice from 2015/6 Further develop Genre Based Pedagogy and other strategies. Co-ordinate faculty leaders' development of GBP. 	<ol style="list-style-type: none"> Triangulated review with faculty leaders, teachers and students. Lesson observations. Training and discussion with faculties. Agreed amendments to schemes of work 	<ol style="list-style-type: none"> Literacy strategies observed in an increasing number of lessons. 	March 2017
<p>Continuity and progression of KS2 to KS3 curriculum (English, Maths and Science)</p> <p>Introduce and develop KS2 / KS3 transition Literacy through GBP in transition programme</p> <p>Introduce and develop parent support sessions in English, Maths and Science</p>	<ol style="list-style-type: none"> Develop SOW in partnership with primary staff for year 6 into year 7 Develop agreed marking criteria and bank of resources 3 BHS members of staff with responsibility for transition in English, Maths and Science - co construct with primary colleagues Attend primary subject (English, Maths and Science) moderation meetings Review of KS2/KS3 curriculum Develop SOW in partnership with primary staff for year 6 into year 7 Develop agreed criteria and bank of resources for year 6 and year 7 Develop (co construct) with primary colleagues and run GBP sessions for primary staff, year 7 identified subject staff Develop sessions with identified (3) members of BHS staff and run for parents Develop subject support section on school website 	<ol style="list-style-type: none"> SOW in place, shared and reviewed by primary and secondary staff Marking criteria in place, shared and reviewed by primary and secondary staff Feedback forms used to inform future development Resource banks developed co constructively and shared Discussions with primary colleagues SOW in place, shared and reviewed by primary and secondary staff Criteria in place, shared and reviewed by primary and secondary staff Feedback forms used to inform future development Resource banks developed co constructively and shared Discussions with primary colleagues, year 7 identified staff 		February 2017

<p>Improve Inclusion</p>	<ol style="list-style-type: none"> 11. Develop sessions with identified (3) members of BHS staff and run for parents 12. Develop subject support section on school website 13. Learning support specialists provide training for improved differentiation of classroom learning and teaching 	<ol style="list-style-type: none"> 6. Differentiation included in schemes of work. 7. More learners accommodated in mainstream lessons 	<ol style="list-style-type: none"> 1. Document scrutiny. 2. Differentiated lessons observed. 	
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Strategic Planning Objective Three 2015: How effective are the partnerships the school develops, and its care, guidance and support of students? (Care, Guidance and Support, Partnerships, Stakeholder perceptions)

Operational Target	Resources / Action	Key Performance Indicators	Evidence / Review	Review
Wellbeing initiative, to include: Mindfulness / meditation Therapeutic group work Staff wellbeing programme Psycho-Education programme for Year 12 & 13 LSS support	<ol style="list-style-type: none"> Continuous 8 week programmes for groups of 10 or more students, with control group. Needs led basis covering: self-esteem, anxiety, depression, self-harm, sexuality, confidence & assertiveness, emotional intelligence. 12-16 week programme using meditation / mindfulness techniques. Stress management Therapeutic support for LSS staff. 4-6 weekly sessions offered to individual staff members. This is to support 'case management' and staff wellbeing. 	<ol style="list-style-type: none"> Qualitative measures from baseline, externally analysed and validated at half-termly intervals. As above. As above Evidence based measures to evaluate effectiveness Feedback forms used to gather insight and inform future development. Quantative measures completed anonymously. 	<ol style="list-style-type: none"> Improvement in psychological wellbeing. As above + reduction in long term use of listening service. On-going monitoring of statistical evidence & feedback questionnaires. As above. Feedback indicates improved morale, resilience and job-satisfaction. 	Final review February 2017
Development of careers advice and guidance	<ol style="list-style-type: none"> Develop whole school CEIAG policy in light of changes to IOM framework. Develop CEIAG section on school website. Complete Intermediate certificate for Investors in Careers award. Develop schemes of work for CEIAG in Key Stage 3 and Key Stage 4. 	<ol style="list-style-type: none"> Policy completed, reviewed by LT and shared with staff. Section of website developed and launched. Statistical analysis of page 'hits'. Intermediate certificate submitted for external verification by IIC body. SOW in place, reviewed by staff and students. 	<ol style="list-style-type: none"> School Policy. School website. Feedback and certificate from IIC. SOW Feedback from staff and students about SOW. 	Review February 2017 Completion June 2018
Strategic development of Student Voice	<ol style="list-style-type: none"> Develop student voice to encompass development of curriculum, learning and teaching, and pastoral provision. 	<ol style="list-style-type: none"> Student voice develops from operational to strategic imperatives. Student voice informs school planning and development. 	<ol style="list-style-type: none"> Monitoring through student council meetings, student surveys and interviews. 	Review July 2017

Strategic Planning Objective Four 2015: How effective are Leadership and Management? (Senior Leadership, Distributed Leadership, Management, Governors)

Operational Target	Resources / Action	Key Performance Indicators	Evidence / Review	Review
Further development of SIMS / EMS	<ol style="list-style-type: none"> 1. Develop use of progress grids 2. Further development of chance and result analysis 3. Reading and spelling ages in SIMS 4. Creation of risk groups and new students 5. Audit of SIMS data entry quality from last year 	<ol style="list-style-type: none"> 1. Training undertaken 2. Sample data explored by FL and SLT. 3. Relevant data collected and input to SIMS 4. Nature and scope of audit determined and audit undertaken. 5. Report and recommendations to SLT. 	<p>SIMS data</p> <p>Audit plan</p> <p>Evidence presented to SLT</p>	February 2017
Relevant and targeted training for ITT/NQT and new staff Support curriculum development through training – emphasis on KS3	<ol style="list-style-type: none"> 1. Develop menus for client groups 2. Programme to exchange best practice. 	<ol style="list-style-type: none"> 1. Menu of appropriate training opportunities produced. 2. Places allocated. 3. Best practice included in revised schemes of work. 	<p>External reports on ITT and NQT</p> <p>Observation and feedback forms.</p> <p>Schemes of work.</p>	March 2017
Health & Safety	<ol style="list-style-type: none"> 1. Work towards validation by approved agency 	<ol style="list-style-type: none"> 1. Establish benchmarks for qualification. 2. Complete action plan for implementation. 3. Cost and select validating organisation. 4. Submit proposals for SLT approval and agreed timescale. 	Report to SLT.	March 2017
Review Leadership roles	<ol style="list-style-type: none"> 1. Negotiate roles to allow appropriate development and effective use of skills. 	<ol style="list-style-type: none"> 1. Review of SLT roles and responsibilities completed. 2. Individual and shared responsibilities agreed. 	Posts operational	September 2016
Risk Management	<ol style="list-style-type: none"> 1. Identify and prioritise contingencies and plan to meet them. 2. Implement termly review cycle. 	<ol style="list-style-type: none"> 1. Risk register completed. 2. Review arrangements published. 	Compliance with government financial regulations.	December 2016
Staffing Structure	<ol style="list-style-type: none"> 1. Review of temporary and part-time employees. 2. Consolidation of roles into full-time posts where appropriate. 	<ol style="list-style-type: none"> 1. New posts agreed and advertised. 	Post holders appointed.	January 2017
Freedom of Information	<ol style="list-style-type: none"> 1. Development of protocols to meet requirements of FoI legislation. 2. Staff training / awareness raising. 	<ol style="list-style-type: none"> 1. Protocols for FoI aligned with ICT policy and data protection regulations. 2. Staff advice sheet published and available. 	Documents published.	March 2017
Review accommodation	<ol style="list-style-type: none"> 1. Review accommodation to ensure most efficient use of space. 	<ol style="list-style-type: none"> 1. Explore viability of providing more meeting / consultation rooms. 2. Progress any required minor works. 	Report to SLT. Changes actioned.	September 2016
	<ol style="list-style-type: none"> 1. Transfer policies, protocols, bulletins and internal communication to a single 	<ol style="list-style-type: none"> 1. ITS Learning in general use for staff 		

	platform.	communication.		
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Castle Rushen
High School



CASTLE RUSHEN HIGH SCHOOL IMPROVEMENT & DEVELOPMENT PLAN 2015-2018



Our Vision

To change from good to **great**,
becoming a **learning powered school**,
based on **shared values**,
improving **performance**,
and **maximising potential for all**.

Castle Rushen High School Improvement & Development Plan 2015-2018

Part 1. Strategic Intent

Major strategic themes/areas	Nature of direction/activity	Key outcomes	Timescale	Cost	Oversight
1. Innovation	Reengineer staffing and curriculum to meet new challenges	Develop appropriate staffing capability & capacity to support a school of approx. 800 students, whilst supporting other themes	O&S		
	Ensure all new A-Level, iGCSE and equivalent courses have been planned and resourced	Develop a range of external exam courses ready for first teaching in 2015/16 or 2016/17, depending on subject	O		
	Effective teaching & learning solutions	Most appropriate approaches to Theme 1, created through linking new knowledge from learning sciences, best use of resources and staff	S		
	Invigorate teaching and learning	Establish a culture of continuous reflection and refinement of the craft of teaching	S		
2. Developing a success & high achievement culture	Become a 'Learning Powered' school	CRHS has the necessary embedded characteristics of high quality learning experiences. Focus on improved learning processes for and by students, better outcomes and potential barriers to learning understood and addressed	S		
	Key Stage 3 results	Maintaining attainment levels above IOM averages, improved levels of progress (LOP) from KS2-3, improved moderation of KS3 TA	O&S		
	Key Stage 4 results	Improved attainment figures – 60+% for 5A*-C (EM) each year, improved LOP from KS2-4	O&S		
	Key Stage 5 results	Improved attainment figures – A*-B and average UCAS points per entry,	O&S		
	Raise standards of 'Literacy for Life'	Improved student communication skills at all Key Stages	O&S		
Know our impact		Develop in-house expertise in monitoring/evaluation	S		
		Annual self-evaluation model and processes	O		

Castle Rushen High School Improvement & Development Plan 2015-2018

Major strategic themes/areas	Nature of direction/activity	Key outcomes	Timescale	Cost	Oversight
		Increased use of CRHS performance data	O&S		
3. Leadership & Governance	Develop the leaders of the future	Programme of innovative development opportunities – internal and external established for all staff	O&S		
	LT, responsibility point holders & UPS colleagues to be active in school networks	Active participation in leadership and management activities for all senior/experienced staff	O		
	Increase governor participation in running of the school	Networks with governor involvement developed, governor interest encouraged. Involve governors in the monitoring and quality assurance of teaching and learning. Enable mainscale, middle leaders and TLR3 holders report back to Governors. Include Governors in the interviewing process for promoted post holders.	S		
4. Partnerships	Pastoral Support	Develop and extend care, guidance & support systems	O&S		
	Build home/community links	Set up a parental forum and collect parent voice evidence Bring in external/industry support for certain aspects of teaching and learning Further our links and communication with our associated primary schools Create and maintain relationships with former students to showcase pathways and to capitalize on their success	O O&S O&S		
	Student Voice	Develop and extend student involvement in school improvement Enable STL to be creative in their use of pupil voice. Use feedback to inform Subject Development Plans and SDP. Include student panel in interview process. Move School Council towards strategic planning and away from purely operational functions.	O&S		
5. School learning environment	Complete 2015/16 refurbishment programme. Create a motivating learning environment	Labs 5 & 6 redeveloped Boys SPHA changing modernized Develop curiosity, awe and wonder	O		
	Submit business cases for the next stage of CRHS minor	Clear plan of learning environment improvements and priorities submitted to DoI	O		

Castle Rushen High School Improvement & Development Plan 2015-2018

Major strategic themes/areas	Nature of direction/activity	Key outcomes	Timescale	Cost	Oversight
	capital to DoI	Further development to existing school building as central funding becomes available	S		
	Continue to canvas for new school building Design a 21 st century teaching and learning focused school for the future	New school designed and built	FT		

Part 2. Formal Plans

Innovation

What is to be done?	What has to happen?	Who will lead/be involved?	Timescale	Costs(High/Medium/Low) /Training/Resource implications	Success criteria: Evidence	Success criteria: Impact	Review
<p>To remodel the staffing structure of the school to reflect a falling roll/budget and an ongoing student population of less than 800 (O & S)</p> <p>The remodel the staffing structure to reflect the needs of the students and the new school priorities, within strict budget constraints</p>	<p>Review of current curriculum & associated staffing, identification of possible savings Model different options in terms of associated costs and potential impact on progress (O) Implement new model to best fit a school roll of approx. 800 students (S)</p> <p>Audit school priorities and identify areas of need. Other short term TLRs to address needs and review annually.</p>	<p>LT, ■</p>	<p>End of financial year 2014/15 into new financial years 2015/16, 2016/17, 2017/18. Speed of remodelling will be dependent on school roll/budget fluctuations.</p>	<p>High - Staff time, particularly HT, and Business Manager</p>	<p>Updated curriculum from September 2016 and again 2017. Staff teaching capacity used more efficiently. People's views – team meetings at all levels. Observation – progress reports to governors.</p>	<p>Quantitative Data - school finance figures. School under less budget pressure, % committed towards staffing decreases from current +86%</p>	<p>Budget discussions with DEC in December 2015, again in 2016. Curriculum and timetable planning session for 2016/17 begun. Process repeated in for 2017/18. Particular focus on staffing model, A-level offer and collaboration arrangements, subject areas where recruitment of specialist staff is difficult. Good examples – recruitment of graduate trainees in several subject areas, investigation into the BCS qualification for KS3 IT.</p>

Castle Rushen High School Improvement & Development Plan 2015-2018

What is to be done?	What has to happen?	Who will lead/be involved?	Timescale	Costs(High/Medium/Low)/Training/Resource implications	Success criteria: Evidence	Success criteria: Impact	Review
<p>Establishment of an innovation in T&L professional development group. Emphasis on new practice and different approaches and then spreading best approaches across the school. Draw in existing strands such as J Astin's work on 'tweak of the week', e-learning progress with MBC (Its learning), & coaching. 2016/17 – recruitment of a Director of T&L and 2 x TLR3 T&L development posts. Bespoke team created. Learning Development Executive (LDE), rebranded and refocussed as Learning Development Group (LDG) with a wider membership. Working with HT to provide clear strategic direction for T&L.</p>	<p>Half-termly meetings for those colleagues that choose this strand as part of their annual appraisal target. Feedback to whole staff on progress and ideas using (F)INSET and staff meetings. Established high quality classroom practitioner became Director of T&L in 2016/17.</p>	<p>█, LT, Director of T&L</p>	<p>(O) - Begins in 2015/16 appraisal cycle, then continues, (S).</p>	<p>Medium - Meeting time, resources such as key texts and video cameras. High – CPD costs, external expertise brought in.</p>	<p>Documents- Records from T&L group available. Minutes from Learning Development Group, Subject Team Leaders, Subject meetings. FACE of CRHS design. Direct Observation - Subsequent lesson observations show that accelerated learning techniques introduced at various meetings/INSET sessions are being used in lessons. People's Views – Discussion and input from colleagues who have benefitted from T&L Professional Development. Student voice. Open Doors initiative.</p>	<p>Increased working between colleagues across subject specialisms; commenting on other colleague's work e.g. plans, assessments. Cooperative teaching and discussion, more classroom visits. Bank of materials, approaches & expertise available in-house. All teaching colleagues completed 'Open Doors' lesson visits during 2016/17</p>	<p>Process began in 2015/16. Initially single appraisal group led by LT. Focus on 'Itslearning' had limited impact. More momentum in 2016/17 when post validation, report gave clear direction to T&L as a priority for the school. All staff appraisal target that year. T&L team formed and their ideas and good practice became increasingly embedded. External expertise (█ █ █ █</p>
<p>Develop new monitoring systems to reflect new practice and expectations</p>	<p>Create new monitoring documentation for STLs and PTLs to gather evidence more autonomously and in keeping with the nature of their subject area</p>	<p>T&L team, LT</p>	<p>Medium</p>				

Castle Rushen High School Improvement & Development Plan 2015-2018

What is to be done?	What has to happen?	Who will lead/be involved?	Timescale	Costs(High/Medium/Low) /Training/Resource implications	Success criteria: Evidence	Success criteria: Impact	Review
Introduce ItsLearning as the DEC preferred platform	Promote to staff and showcase good practice, gradually moving from the diverse practice and systems used to a more streamlined hub						
Develop colleagues' pedagogical knowledge on developments in learning and specific subject knowledge related to their own teaching.	CPD opportunities form a menu of sessions and activities. Increased rigour in the appraisal process; target setting, interim and full review.	LT, T&L team, CPD responsibility point holders, teaching staff	O & S	High – CPD budget likely to be under increased pressure. Variable – costs for UK courses are high, however FINSET cascading of best practice gives opportunities for dissemination.	Direct Observation - Lesson observations in 2015/16 show new practice. FACE Engagement focus in 2016/17 visible in lessons. Documents - meeting records and other sources such as appraisal evidence show successful take-up of INSET, FINSET & other training opportunities	End of year CPD review from staff shows positive views on CPD.	iGCSE training in September 2015 INSET to introduce 'Teaching Backwards' CPD subject specific Buy Lesson Box FINSETs Classroom Craft and Quizlet [redacted] training a small group as part of 'Outstanding Teaching Intervention' programme with selected staff over 2016/2017
Create a coaching culture whereby staff support each other's professional development. Promote SRE for every teacher	Establish a system of ongoing observations of colleagues by colleagues to learn from each other. Establish a bookable CPD and training room, resourced with current library	Open Doors team of volunteers		Possible cover			
Movement towards CRHS being 'learning powered'	Development of improving reading power initiative for Year 7 students (O). Lessons become dual purpose, balance between content and learning skills/habits (O)	LT, all staff	FT – to realise fully. Early strands O and then S.	Medium (although potentially variable) – meeting time, staff training, teaching & curriculum time, resources.	Quantitative Data – Reading ages for those most behind their chronological age at the start of Year 7 improve. Direct Observation – 6R's used more	Students clear about the learning habits and processes they possess, and those they need to develop. Student effort and progress	Boosting reading potential initiative re-launched in 2015/16. All students identified through standard reading test in Year 7, years old + no SEN status.

Castle Rushen High School Improvement & Development Plan 2015-2018

What is to be done?	What has to happen?	Who will lead/be involved?	Timescale	Costs(High/Medium/Low) /Training/Resource implications	Success criteria: Evidence	Success criteria: Impact	Review
	<p>Visible Learning Strategies more explicit in each subject area, increased classroom talk focussing on the process & experience of learning (S). Assessment and reporting to reflect the value CRHS places on skill and attribute development. Students trained to self=assess and target set</p>				<p>frequently as the language of learning power. Epistemic dimension acknowledged in lesson observations from 2015/16 onwards. People's Views – student self-assessment of their learning skills development becomes easier to evidence. Learning to learn initiative in 6th form.</p>	<p>becomes as important as attainment. Movement of 6th formers self-assessed learning skills</p>	<p>20 minute slot, reassess at TT week</p>

Castle Rushen High School Improvement & Development Plan 2015-2018

Developing a successful high-achievement culture – Attainment & Progress

What is to be done?	What has to happen?	Who will lead/be involved?	Timescale	Costs/Training/Resource implications	Success criteria: Evidence	Success criteria: Impact	Review
<p>Ensure CRHS remains above the IOM average for all the main KS3 & 4 benchmarks; 5A*-C, 5A*-C(EM), Level 5+ and Level 6+ in core subjects at KS3.</p> <p>Improve A*-B at A2 and average UCAS points score per student. (O & S)</p>	<p>Detailed review and analysis of each cohort's external exam data. Focus on performance against estimates/targets, Identification of trends and agreeing whole school strategies for improvement (O)</p>	<p>■■■■, LT</p>	<p>First draft completed for INSET days September 2015, subsequent detail added during remainder of first half-term</p>	<p>Medium - Time during summer holiday</p>	<p>Quantitative data - Whole school exam results and review document/ Presentations. Exam review for governors People's views - Further detailed work done with middle leaders through LT■■■■/SLs/KSLs</p>	<p>All staff aware of exam successes and areas for development. Continuous improvement in school headline figures</p>	<p>Use of 4matrix improved exam data analysis in August-September 2015. Business case written with GTS, ■■■■ SLs have met with ■■■■. New data summaries available. War Wall in the staffroom.</p>
	<p>Individual subject/Key Stage review meetings with LT & staff leader. Identification of trends and strategies for improvement. Regular reviews at subsequent LT line management meetings (O)</p>	<p>■■■■, LT line manager, each subject leader</p>	<p>Meetings completed in the first half-term.</p>	<p>Medium - Approx. a lesson for each subject area and KS – 15 lessons worth of meeting time + prep. of each individual subject/area report</p>	<p>Documents – minutes from each Direct Observations - Action point minutes from each end of year review & each half-termly LT line management meeting. To include action points and timescales.</p>	<p>More effective targeting of individual pupil groups, leading to improved results (particularly in relation to KS2 ability group conversion %)</p>	<p>First round of results meetings completed in Autumn 2015. Meetings embedded annually. Completed in Autumn 2016.</p>
	<p>Setting of aspirational yearly and end of KS targets within each subject area. Levels of progress and KS2 quintiles to inform and review. Define and establish different intervention groups, e.g. those requiring assertive mentoring from LT/KS pastoral staff, additional support in certain core subjects, reduced no. of</p>	<p>■■■■, LT, ■■■■, each subject leader, teaching staff</p>	<p>First half-term. Intervention groups to run from November through to May.</p>	<p>Medium - Data analysis time KS4 pastoral team to interrogate data, work out best pathway & suitable interventions</p>	<p>People's views - Each student & their parent(s) are made aware of targets. Quantitative Data - Progress towards targets is monitored regularly using internal data.</p>	<p>VA indicators improve. Progress measures improve</p>	<p>New target setting approach investigated and implemented during Autumn Term 2015. Movement away from CEM data. Jesson Quintiles and flight-paths</p>

Castle Rushen High School Improvement & Development Plan 2015-2018

What is to be done?	What has to happen?	Who will lead/be involved?	Timescale	Costs/Training/Resource implications	Success criteria: Evidence	Success criteria: Impact	Review
	GCSEs/exam entries, before/after school support classes, controlled assessment catch-up etc (O)				Direct Observation - Set option 'pathways' established at KS4		used to formulate targets.
	Establish and publish a support programme to include a different approach to KS4 options, 'pathways' (S)	LT, SLs, KSLs	Year 9 cohort in 2015/16, then ongoing	Medium - Meeting time	Direct Observation - Well planned courses and structured lessons which meet needs of students. Quantitate Data - CRHS GCSE average entry figure to drop from current 9.8	Students in the best possible subjects and qualification routes for their individual needs.	SQA qualifications part of offer College route – Retail, Salon Services, Engineering ASDAN, CoPE 22 students identified as being in bottom quintile
Development of Assessment, Recording and Reporting systems (O)	Review current practice, including each year group's data input points, current reports and tracking schedule and information (O). Establish priorities for development, to include; new whole school assessment policy, simplified KS3 reporting, use of whole school attitude to learning grade & descriptors across all year groups, introduction of current or latest assessment grade for all subjects across both KS4 and KS5 data collection points (O). Incorporate flight paths, 6R+ and self-assessment elements into tracking and reporting systems	█, LT, teaching staff	2015/16	Medium - Meeting time	Direct Observation - Updated whole school assessment protocol Updated assessment calendar, reflects new iGCSE timescale. People's views - New style of reports introduced after consultation for Year 7 in 2016. Documents - Use of common effort grades and descriptors	Students and parents will have a more realistic view of the current position, genuine 'current level of performance' grade. Maintain the challenge of a relatively high estimated grade.	New Assessment policy launched in Autumn Term 2015. Closing the gap Appraisal group formed
To continue with our movement towards 3 levels of progress as the expected norm for	Review levels of progress for each Year 11 cohort from their external exam results. Data to be available for whole cohort, gender split, subject	█, LT, █ SENCO	Complete in first form for INSET days Each September	Low – part of annual exam reviews already, needs revisiting more often.	Quantitative Data - LOP data available for each cohort from summer of 2015 onwards.	3 LOP target achieved by more students in each year 11 cohort. Pupil progress improves lower down the school,	Progress data from KS2 entry used for the first time in 2015.

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What is to be done?	What has to happen?	Who will lead/be involved?	Timescale	Costs/Training/Resource implications	Success criteria: Evidence	Success criteria: Impact	Review
all students from KS2-4 (O).	performance and smaller pupil groups such as SEN, FSM, LAC (O).				LOP data available for each subject area, clear comparisons made between subject and whole school performance. People's views – interviews with individual pupils and parents, team meetings & progress working party. Direct Observation - Progress tracking is available for each year group, clear procedures for those above, on, and below target.	evidenced by clear internal tracking.	Jesson Quintiles used.
	Regular checks on progress after each data collection for each year group (O). Increased use of SIMS and 4Matrix software by teaching staff (S)	STLs, KSLs, LT, teaching staff	Ongoing throughout each year.	Low – as above	As above	As above	4Matrix business case written for GTS 4Matrix available in school, although staff need training on the use of it.
	Update whole school lesson observation paperwork and associated systems. Strike a balance between information required for appraisal and focus on student progress (O)	LT, promoted post holders/ appraisers	Change to observation protocol in 2015/16. Reviewed the same year.	Medium – meeting time, would need to include all teaching colleagues	Documents- New lesson observation system that focusses on 'progress' People's views – new observation paperwork and criteria discussed and minuted in meetings.	Coaching approach to lesson observation. LT to trial and refine a new approach. New observation model will move away from traditional 'sitting at the back of the class with a clipboard' towards a discussion with the colleague being observed and students in the class.	Initial ideas shared at LT meetings in Autumn Term 2015/16. New 'Progress' paperwork designed and trialled.

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Developing a successful high-achievement culture – Teaching and Learning

What is to be done?	What has to happen?	Who will lead/be involved?	Timescale	Costs, Training, Resource implications	Success criteria: Evidence	Success criteria: Impact	Review
Improve the school's ability to self-review, greater focus on our impact (S)	Implement our own SSRE annual calendar Echo SSRE sections in our own review systems Feed-in to annual SIDP update	LT, Subject Leaders, KSLs	O & S	Medium – Meeting Time	People's views – LDE focus on self-evaluation. Document - SSRE annual calendar. SSRE progress updates to governors.	Improved understanding of staff impact on learning throughout the school. Holistic view of 'quality' at CRHS with different inputs & consistent evaluation.	SSRE broken down into constituent questions/areas for middle leaders in Autumn 2015, (pre-validation) replies collated. Exam analysis meetings focus more on SSRE Framework. Monitoring calendar updated for LT to focus more on the SSRE Framework. [redacted] to attend training on the new Framework in Autumn 2016.
Consistent and high expectations across the school for all pupils' literacy levels (S)	To further develop our whole school approach to literacy/communication for life, implementation of a specific literacy action plan, driven by a literacy development group comprising of colleagues who have identified this as an area of their appraisal focus (O & S)	[redacted], LT, Literacy development group, all staff	O & S	Medium – Meeting time & resources (lit kits for each classroom, WALT & WILF figures)	Direct Observation - Book trawls & lesson dipping/observations to include aspects of literacy. Participation in extra-curricular literacy provision e.g. News Wall, Southern Chronicle and Debating. Quantitative Data - tracking of key groups such as 'average' boys	Student awareness & confidence of literacy/communication skills improves Improved scaffolding of written work (WILF/WAGOLL) Improved quality of teacher feedback Widen staff contribution to raising standards of R, W, S&L Narrow the performance gap e.g. 'average' boys	Whole school introduction of WILF and WAGOLL, numerous literacy-based clubs, LitKit's for every room, Literacy Steps going out every week WILF & WAGOLL successfully embedded.
Review, evaluate and redevelop all schemes of work, priority given to ensuring clarity and	Subject areas to have complete schemes of work for all new exam courses (O)	LT subject line managers, Subject leaders, subject	Ongoing, new IGCSE planning began in	High – teacher time & curriculum development	Documents - New schemes of work available. Direct Observation – Lesson Observations in 2015/16 will	Teachers ready to deliver new courses.	Subjects that began first teaching new courses in 2015/16, observed and

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What is to be done?	What has to happen?	Who will lead/be involved?	Timescale	Costs, Training, Resource implications	Success criteria: Evidence	Success criteria: Impact	Review
adequate preparation in those areas where there is a change in exam syllabus for first teaching in September 2015, September 2016		responsibility point holders & subject teachers	2014/15, now continuing	██████████ ██████████ ██████████	confirm correct courses and associated content are being followed. People's views – subject team meetings		checked as part of ongoing monitoring.

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Partnerships - Care, guidance and support

What is to be done?	What has to happen?	Who will lead/be involved?	Timescale	Costs/Training/Resource implications	Success criteria: Evidence	Success criteria: Impact	Review
To develop our primary transition partnership working	<p>Less 'loss of learning' from Year 6 into 7. Make more use of parents a point of continuity</p> <p>Best pieces of primary learning used as agreed starting points at CRHS</p> <p>Target those primary pupils most at risk of learning to fail; establish their interests and provide more support in the basics.</p> <p>Start Year 7 earlier in the Summer Term (S, FT)</p> <p>Establish a 'primary room' to that associated primary schools can visit with minimum pre-arrangement, ■ to look at rooming with ■. (S)</p> <p>Appraisal group of 6 transition.</p> <p>Exchange of teachers and older pupils working in primary schools (FT) Similar exchange of Primary colleagues into Secondary (Very FT)</p>	■, LT, TLR3 point holder, selected staff	O & S	High/Medium – TLR3 post, meeting time, potential cover costs to allow CRHS staff to work in associated primary schools	<p>Quantitative Data – better correlation between KS2 levels and initial Year 7 assessments. Pupil progress measures from end of Year 6 to end of Year 7. Year 7 intake numbers optimised.</p> <p>Direct Observation – CRHS colleagues teaching in primaries, working alongside primary colleagues.</p> <p>Documents – Job description for TLR3 primary transition holder.</p> <p>People's Views – more discussion between primary and secondary colleagues on 'levels of progress'. Collection and review of pupil & parental views on transition.</p>	Pupils experience a better transition from primary to secondary education.	<p>TLR 3 primary transition point holder appointed – Dec. 2015</p> <p>ITSLearning as shared point of contact between CRHS & APS. Learning walks started in March 2016.</p> <p>Planning on needs led basis CRHS staff visits. Lessons delivered in line with primary school curriculum</p> <p>Year 5/6 evening was in January</p> <p>Year 6 students have two days introduction in the summer term.</p> <p>PE host Year 6 transition sports clubs from Jan onwards.</p> <p>Subject teachers go to Primaries to teach some lessons</p>
To develop our curriculum to ensure that all students are	Plan & implement a pathways approach to subject options at KS4.	LT, SLs, HOKS	S	Variable, depends on provision	Quantitative Data – CRHS average GCSE entry figures/student drop.	More manageable workload for Year 10 & 11 students	Year 11 students withdrawn from certain subjects

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supported with suitable and inclusive pathways.	Reduce lower ability students curriculum breadth at KS3, utilise additional time created to focus on 'depth' in core areas.				Increased take-up for vocational courses run via IOM College. Direct Observation – of relevant lessons. People's Views – parental and pupil responses to post-options surveys.	Quantitative Data – improving exam results, better pupil progress towards targets.	to ensure they gain 5 GCSEs More BTECs, SQAs and UCM courses available
To support colleagues with their wellbeing and health. Creativity side of staff wellbeing, reducing workload, holistic approach.	Opportunities to be provided for staff to invest in their own health and well-being. Links established with Mindfulness trainer, IOM government health services and local fitness provider. Line managers to monitor workload issues	LT/Line Managers	Pilot in 2015/16 academic year	Low, small contribution made to those colleagues who want to take a wellbeing strand forward. Whole staff meeting time	Quantitative Data – Staff absence statistics Staff views – feedback after staff meetings. Some colleagues get stacked up with teaching commitment.	Quantitative Data – Lower rates of staff absence. Staff aware of IOM gov't and DEC employee support for their health and wellbeing. Reduce workload by one job each year. Rebalance workload. English and Maths skills for all.	Mindfulness and health & fitness external speakers in staff meetings Autumn 2015. Staff swimming Timetabled sessions in school gym Staff workload on reports has been reduced following the reformat
Develop our careers education offer	School working through criteria for 'investors in careers' status	LT, TLR3 Careers Coord.	O	Low/Medium – Department of Economic Development funding TLR3. However staff time required will increase.	Achievement of Investors in Careers award Direct observation – careers lessons and other inputs such as assemblies observed. Student views – responses to school careers advice survey. Quantitative Data – destinations data.	Each cohort that goes through CRHS will have access to updated, relevant careers information. Students given best possible advice and input to make informed decisions re. their future.	Member of staff with Careers TLR3, work-experience provided every year, JA days offered each academic year
Support students, staff, parents and carers to develop key skills and knowledge in e-safety	Parental e-safety information evenings. Student assemblies and PSHE lessons. A selected group of students to train as Digital Leaders.		O	Medium cost	Group of Digital Leaders working together to deliver workshops to other students that develop e-safety skills. PSHE schemes of work in place. Trained Digital Leaders in school	Students use internet with more awareness. Less personal information and inappropriate information sent via social media Less incidents of social media bullying reported in school.	2 Year programme. Review September 2018 Digital Leaders Digital Leaders group set up

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	Create a Digital Leaders Community Page within the school website. Produce and shape e-safety policies and priorities within school. Safer Internet days planned into the school year.				Links on school website to advice from our Digital Leaders. E-Safety Policy Calendared e-safety days.		
To further develop our systems for behaviour management, ensuring clarity and consistent application for all	To continually update our current systems and staff responses, ensuring that the 4 cornerstones of behaviour management at CRHS are: Positive Correction, Prevention (via planning for good behaviour), Clear Consequences & structures, Repair & Rebuild (after things don't work out).	LT, HOKS, all staff	O (Although ongoing)	Medium/High – ESO's used extensively to support teachers with this. Stage 4 conversations pick-up particularly intensive on staff time. Any updates or reminders are more effective when presented to all staff.	Quantitative Data – less behaviour incidents recorded. Long-term trend for less repeated suspension. Direct Observation – pupil behaviour in/around school People's Views – school council, behaviour working party, discussion at HOKS and tutor team meetings.	Behaviour that is below expectations is consistently challenged, whilst maintaining the warm, friendly, relaxed CRHS atmosphere that many students, teachers and families value. A calm learning atmosphere in and around the school, standards of uniform, punctuality and general behaviour are consistently good.	New behaviour report designed
To focus on improving our provision for students on the SEN register, particularly those with Dyslexia, Speech, Language and Communication needs (DSL/CN).	Raise the attainment of pupils with dyslexia and other literacy needs. Support teachers and support staff in their planning for inclusion and developing teaching strategies to effectively meet the needs of DSL/CN students.	SENCO, LT, staff with associated appraisal target.	O	Low/Medium	Quantitative Data – attainment and progress data for DSL/CN students reviewed against targets. Direct Observation – early recognition of signs of difficulties with DSL/CN. People's Views – Parent and pupil feedback. Increased confidence & knowledge of all practitioners and teachers in narrowing the	Improved outcomes for DSL/CN pupils, development of more inclusive practices.	Natural reader extended out to all subject areas for mainstream lessons

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					gap between pupils with different types of SEN and their peers.		
Improved partnerships with parents, carers and families.	Set up a CRHS parental forum. Engage with a subset of parents to seek their views on their children's learning and the life of the school (O) Supporting parents to understand their child's progress and taking an active part in discussions about next steps for learning (S).	HT	O & S	Low – staff time, particularly HT	People's Views – Consultation with parents on key initiatives e.g. changes to annual reports and assessment snapshots. Documentation – Parental forum email list established & communication logged.	Planned and purposeful communication and consultation between the school and parents. Parental forum is involved in decisions about the future work of our school.	Parental Forum being set up, survey's taken at Parents' Evening and Opening Evening

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Leadership and governance

What is to be done?	What has to happen?	Who will lead/be involved?	Timescale	Costs/Training/Resource implications	Success criteria: Evidence	Success criteria: Impact	Review
Develop the leaders of the future	Programme of innovative development opportunities established. Opportunities for young/new staff to experience promoted post responsibilities.	LT	O	██████████ ██████████ ██████████ ██████████	Quantitative Data – dependant on role. Documentation – Job descriptions for each TLR 3 position. People’s Views – exit interviews for those stepping down from temporary promoted posts. Direct Observation – members of LT line managing these roles, relevant appraisal targets in place to ensure pupil focussed outcomes.	A series of time constrained TLR3 development roles established in key areas of school improvement.	5 new developmental TLR3’s established in 2015 for Literacy for Life coordination, Year 9 progress manager, Primary Transition coordinator, Careers Education coordinator and CPD coordination. 5 new developmental TLR3’s in September 2016 – EVC, KS4 Interventions Manager, KS5 Learning & Skills Coordinator, Year 8 Progress & Behaviour Manager, Assistant to the Director of T&L
Effective leadership for excellence, quality and promotion of continuous improvement.	A commitment to planning and implementing strategies for improvement.	LT, promoted post holders.	O & S	Low/Medium – Staff time and energy variable depending on the development.	Documentation – agendas and minutes from LT, LDE, Subject Leader & HOKS meetings. People’s Views – Wider staff team & learners are clear & committed to their part in achieving improvements & aware of classroom implications. Quantitative Data – Evidence-based decisions on resource allocation, targeting agreed objectives and achieving best value. Direct Observation – Those with leadership responsibilities demonstrate learning commitment through class visits, modelling good	Learning is the central focus of our improvement plans. Improvement priorities visible in developing classroom practice.	All members of LT have appraisal target linked working group to lead in 2015/16.

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					practice, giving feedback, sharing insights & stimulating self-evaluation.		
Induction of new governors in January 2016. Increased governor participation in the running of the school.	New governors inducted into CRHS as quickly as possible. Changes to the IOM Education Council meant that CRHS' governing body changed dramatically in 2015/16. (Other targets and initiatives to be discussed at the first governing body meeting in January 2016)	Governing Body	O	Low – governing body meetings already scheduled.	To be discussed at the first governing body meeting 2016.	To be discussed at the first governing body meeting 2016.	

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School learning environment - Premises developments

What is to be done?	What has to happen?	Who will lead/be involved?	Timescale	Costs/Training/Resource implications	Success criteria: Evidence	Success criteria: Impact	Review
To continue to gain political support for the funding required for school redevelopment(S)	<p>Complete existing refresh schemes (O)</p> <p>Submit business case to DoI for longer-term developments (S)</p> <p>Continue to canvas political support required for a new school building (FT)</p>			<p>██████████</p> <p>██████████</p> <p>██████</p>	<p>Direct Observation - Remodelled labs 6 & 7. Refitted boys changing at SPHall</p> <p>People's Views – Discussion and meetings with those colleagues affected.</p> <p>Documents – DOI Business Case for CRHS developments.</p>	<p>Students have equitable Science provision in all labs. Boys have same modern changing facilities as the girls.</p> <p>Additional areas of the school improved</p>	<p>DOI Business Case document written in Autumn Term 2015. Ministerial visit hosted in December 2015. More investment received in summer term 2016</p>

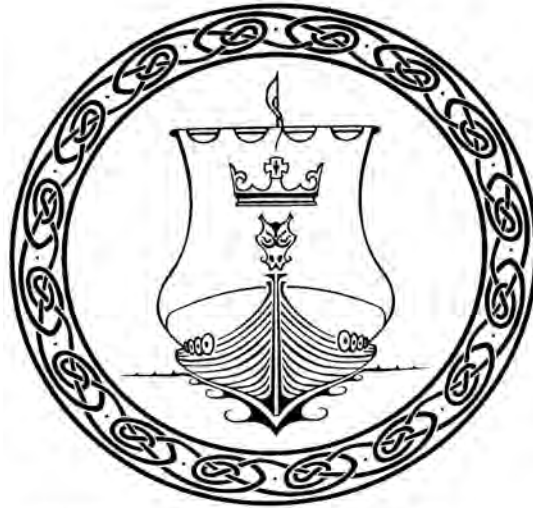
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Part 3. Summary of subject area development plans

	Improving Pupil progress/Raising attainment	Planning for new courses Review/update POS	Literacy for Life	Transition	Behaviour Management	Innovation in teaching and learning	Technology	Partnerships
English	✓	✓	✓	✓		<ul style="list-style-type: none"> ✓(Feedback/AfL) ✓(independent learning) ✓(Increased Pupil Voice) ✓(Lots of others!) 	✓ (Google Docs)	<ul style="list-style-type: none"> ✓ (Info for parents) ✓ (Between staff)
Maths	✓	✓	✓	✓	✓	✓ (Sharing good practice)	✓ (Google Docs)	✓ (with primaries)
Science	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> ✓ (Active learning) ✓ (Feedback/AfL) ✓ (Go Green) 	✓ (Open source e-learning)	
French Spanish	✓	✓	✓	✓		<ul style="list-style-type: none"> ✓ (update assessments) ✓ (role play introduction for speaking assessments) ✓ (Lots of others!) 	✓ (iPads for Vocab Express/This Is Language/Conjugue mos)	
Geography	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> ✓ (Global Learning Programme from the GA) ✓ (Geography Ambassador Programme) ✓ (working towards Secondary Geography Quality Mark and Centre of Excellence from the GA) 	<ul style="list-style-type: none"> ✓ (GIS) ✓ (Google Docs) 	<ul style="list-style-type: none"> ✓ (with primaries) ✓ (between staff)
History	✓	✓				✓ (SHP Conference)		
Religious Studies		✓		✓			<ul style="list-style-type: none"> ✓ (websites, videos, MBC, Google Docs) ✓ (online quizzes) 	

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	Improving Pupil progress/Raising attainment	Planning for new courses Review/update POS	Literacy for Life	Transition	Behaviour Management	Innovation in teaching and learning	Technology	Partnerships
PE	✓	✓	✓	✓	✓	✓ (installations of climbing wall)	✓ (Google Docs) ✓ (Video recording/editing)	✓ (between staff) ✓ (with SDO) ✓ (with primaries)
Drama	✓	✓	✓	✓	✓	✓ (target wall)	✓ (creation of Drama Website) ✓ (Google Docs) ✓ (iPods & iPads) ✓ (external exam boards, e.g. LAMDA)	✓ (experts) ✓ (theatre companies)
ICT	✓	✓				✓ (adapt SOW to include input from industry)	✓ (replacement of MBC with ItsLearning)	✓ (Career Academy) ✓ (collaboration schools)
Business Studies	✓		✓	✓	✓	✓ (Development of application, analysis and evaluation skills)		✓ (between staff)
Art	✓	✓	✓	✓	✓	✓ (raise quality of feedback to students and parents)	✓ (MBC)	
DT	✓	✓	✓	✓	✓	✓ (make greater use of student voice and Literacy for Life strategy)	✓ (e-learning platforms such as ItsLearning)	✓ (exam boards) ✓ (UCM) ✓ (Primaries) ✓ (IOM Engineering sector companies)



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**Queen Elizabeth II High School
Strategic & Operational Development Plan
2016 - 17**

This document outlines the main areas for development as identified in the 2016 SSRE document. Each area has been identified as either “Operational” or “Strategic” in nature.

Heads of subject and other team leaders should consider these and their own self-evaluation and review documents when producing subject development plans. These should be a basis for appraisal objectives.

Monitoring of learning and other reviews will focus on how successfully these areas are being implemented and their impact on student outcomes.

Whole School Operational Plan - foci for this academic year

Focus for development	Key Stages			Who? When?	Detail/Success Criteria
	3	4	5		
<p>1. Increased Student engagement in lessons with appropriately differentiated lessons.</p> <p>Develop independent/student focused learning</p> <p>Improve progress of boys</p> <p>Improve progress of students on FSM.</p> <p><i>(SSRE section 2: outcomes Section 3: learning environment, teaching and learning)</i></p>	✓	✓	✓	<p>Whole school All teachers</p> <p>Led by HOS CPD team</p> <p>to monitor</p> <p>to monitor</p> <p>From September 2016</p>	<p>Schemes of Learning (SoL) identify what the students will be learning and scaffold new learning.</p> <p>Assessment targets are agreed with the students to promote growth mindsets and high aspirations.</p> <p>Teachers focus on what the students are learning in the classroom rather than what the teacher is doing. Teachers to focus on differentiation for their students and lessons include wider range of active learning opportunities.</p> <p>CPD to support staff to be confident in using wider range of activities. Staff whose lessons lack pace to be supported to improve.</p> <p>Teachers Implement guidance from VISA's and help students to access appropriate learning. CPD to provide guidance and strategies to improve on this.</p> <p>SoL are shared with students and parents so that students can understand the plan of learning. Skills for independent learning are built into SOL so that students progress as they move through the key stages.</p> <p>Online platforms are used to share information and resources.</p> <p>Strategies from the June inset day are implemented to help develop independent learning and thinking skills. Evidence of use of GCSE pod and other online platforms.</p> <p>Teachers apply the same standards of work and behaviour to boys and girls. Boys are encouraged to have high standards of work and effort and are held to account if their standards are low.</p> <p>Higher aspirations and achievement for boys.</p> <p>Reasons for lack of progress are identified and appropriate support strategies implemented. Students on FSM make same progress as those not on FSM.</p>
<p>2. Renewed focus on Literacy.</p> <p><i>(SSRE section 2: outcomes)</i></p>	✓	✓	✓	<p>All teachers Led by DSA</p>	<p>All teachers use strategies in lessons to help students improve their literacy. Recommendations for literacy review are implemented.</p> <p>Students are able to access the curriculum.</p>

				From September 2016	Students are confident in communicating accurately both orally and in writing.
<p>3. Increase course completion rates of KS5 students by improving transition and induction.</p> <p><i>(SSRE section 2: Outcomes and section 3: Teaching and learning)</i></p>			✓	<p>DKS5, HoS Led by</p> <p>From September 2016</p>	<p>Guidance provided to Y11 students from subject areas is clear. Students make informed choices.</p> <p>SOL provide scaffolding and clear plan of what is to be learned and how it will be assessed for new courses at KS5. Milestones are in place to make sure students are on track.</p> <p>Students are supported in developing the skills they need to cope with linear A levels and other KS5 courses.</p> <p>Completion rate for courses is higher.</p>
<p>4. Review School Behaviour Policy.</p> <p><i>(SSRE Section 3: Teaching and learning, care, learning environment)</i></p>	✓	✓	✓	<p>Led by</p> <p>New policy by January 2017</p>	<p>Use research from Education Endowment Foundation and strategies from June inset as basis.</p> <p>Consult on policy and amend as necessary with a focus on behaviour for learning.</p> <p>Rewards focus on progress and effort in learning.</p> <p>Students, parents and staff understand behaviour expected.</p> <p>Parents are involved in their child's learning.</p> <p>Behaviour and language improve. Fewer behaviour points and more reward points.</p>
<p>5. Increase resilience and mental health awareness at KS3, KS4. and KS5.</p> <p><i>(SSRE Section 3: Care)</i></p>	✓	✓	✓	<p>DKS 3, 4 & 5</p> <p>Led by</p> <p>Ready for 2017</p>	<p>Tutor programme, assemblies and PSHE include opportunities to explore mental health and resilience. Information from the June inset day is used to support students in developing resilience.</p> <p>Parents and students are guided on appropriate use of social media.</p> <p>Revised tutorial programme in place for 2017</p>

Focus for development	Key Stages			Who? When?	Detail/Success Criteria
	3	4	5		
<p>1. Develop and implement strategies to assess progress in 6 R's/PLTS.</p> <p><i>(SSRE Section 2: outcomes)</i></p>	✓	✓		<p>Led by</p> <p>September 2018</p>	<p>Explore ELLI dimensions being done at SNHS, review outcomes of trials here, look at other alternatives. Determine appropriate actions and implement a strategy from September 2018.</p>
<p>2. Plan for and implement a range of new courses that caters for the needs of all students.</p> <p><i>(SSRE Section 3: curriculum)</i></p>	✓	✓	✓	<p>Deputy Head and HOS</p> <p>2016-18</p>	<p>Gain SQA subject approval in a range of subjects</p> <p>Investigate possibility of delivering a range of SQA accredited courses at KS4/5.</p> <p>Roll out following new courses: L2 (equivalent) SQA NPA PC Passport L3 BTEC sport L3 WJEC Food and Nutrition L3 Applied ICT</p> <p>Review KS3 curriculum to make sure it prepares students for the 14-19 curriculum.</p>
<p>3. Improve collaboration for 14-19 education.</p> <p><i>(SSRE Section 3: curriculum and partnerships)</i></p>			✓	<p>Deputy Head and DKS5</p> <p>2016-18</p>	<p>Work towards agreeing assessment dates and methods. Share good practice for T&L., Agree protocols for tracking and dealing with concerns.</p> <p>Students feel part of a genuine collaboration such that their experience of KS5 is positive and successful.</p>

<p>4. Continue to develop curriculum links with partner primary schools.</p> <p><i>(SSRE Section 3: partnerships)</i></p>	✓		✓	<p>Led by and DKS3</p> <p>Completed by September 2017</p>	<p>Work with children in years 3-5 to engage them in our activities. Review calendar to identify suitable events and dates eg CSI,DT, Science Fair new-intake, concerts etc. Improve format of new-intake evening and roadshows. Produce new prospectus and video.</p>
<p>5. Improve School website, marketing and publicity.</p> <p><i>(SSRE Section 3: learning resources and stakeholders)</i></p>	✓	✓	✓	<p>Led by</p> <p>For January 2017</p>	<p>Improve website quality. Use website to share information, consult stakeholders, publicise events and successes. Trial a student-led newsletter/media group. Communication improves and the school's reputation reflects our strengths and USP. Students feel proud of the school and community engagement increases.</p>
<p>6. Continue to press for new STEM block.</p> <p><i>(SSRE Section 3: Learning environment)</i></p>				<p>Head Start scheme by 2018</p>	<p>DEC put forward proposal as part of capital schemes to treasury for Pink Book. STEM block built ready for bigger year group in 4 years time.</p>
<p>7. Manage staffing and resources with a reducing budget.</p> <p><i>(SSRE Section 3: learning resources)</i></p>				<p>Head Budget holders</p> <p>For 2017-18 financial year</p>	<p>Curriculum offer reviewed to manage staffing as efficiently as possible. Teaching staff structure reviewed. Support staff structure reviewed. Staffing brought to within reduced budget with minimum impact on standards of teaching and learning. Budget holders ensure that resources are well-maintained, budgets are used efficiently and there is minimal loss/wastage.</p>
<p>8. Review Assessment policy and procedures in light of the changes to DEC SSRE Toolkit and removal of CEM data.</p> <p><i>(SSRE Section 3: assessment)</i></p>	✓	✓	✓	<p>SMO</p> <p>Ready for September 2017 start roll-out</p>	<p>Review of assessment policy and use of data. Use information from Education Endowment Foundation (EEF) and other research to investigate best practice in assessment. Test out new methods of assessment with year 7. Consult relevant stakeholders and implement change of policy from September 2017.</p>

RAMSEY GRAMMAR SCHOOL

School Improvement Plan

2016 – 2019



Vision Statement

Ramsey Grammar School aims to provide a secure, happy, friendly environment in which children are motivated to develop their full potential and to become independent learners. We seek to achieve this through the provision of a broad, balanced and challenging curriculum, which gives children opportunities to achieve excellence, to develop the essential academic, personal and social skills they will require for the future.

School Improvement Priorities for 2016/17 as identified within the current SSRE

1. **Develop the Effectiveness of Assessment:** the development and full implementation of AFL across the school – Our monitoring and evaluation for the SSRE shows that this is now established in embryonic form and in many classes the structures to support AFL are in place but AFL information isn't yet being used effectively to ensure the impact we are aiming for in terms of raising standards and developing students as independent learners.
2. **Develop the Curriculum to Meet the Needs of Students:** the development of a relevant, interesting and engaging curriculum which makes appropriate cross curricular links and develops the key knowledge, skills and understanding. Our monitoring and evaluation for the SSRE shows that schemes of work are inconsistent and there is also a need to adopt new schemes of work in Key stages 4 and 5, following the introduction of revised qualifications. The pilot work integrating Careers Guidance into the PSHE curriculum planning has been very successful in developing students' engagement with their learning and the aim is now to develop this way of working more widely across the school.
3. **Develop the Effectiveness of Teaching & Learning:** the development of a clear policy and consistent expectations which underpin and reinforce the development being undertaken in Assessment and Curriculum to ensure that lessons are stimulating, engaging and provide quality learning experiences for students who are highly motivated and achieve high standards. This is currently graded satisfactory within our SSRE and we are aiming to make it at least Good.

Achieving these priorities will help us to work towards delivering our school's vision by creating a learning environment where children are able to access a stimulating and creative curriculum in ways that encourage them to take increasing responsibility for their own learning and lead to them achieving the highest standards they are capable of. It will further result in improved outcomes in terms of attainment and attendance.

School Improvement Priority 1: Develop the Effectiveness of Assessment					
Objective		Overall Success Criteria			Priority Leader
To raise standards and develop students as independent learners by: <ul style="list-style-type: none"> improving the ability of students to make realistic assessments of the quality of their work. ensuring both teachers and pupils use assessment information to move learning to the next stage. 		Through a range of monitoring activities including student interviews and book scrutinies most students demonstrate that they are able to identify what is good about their work and what they can do to improve it. Teachers' records and planning demonstrate that assessment information is effectively used to inform next steps in learning for pupils. More accurate assessment and target-setting will result in higher standards and an improvement of * in A*-C (incl Eng and Ma)			
Key Actions to Deliver Objective	Success Criteria for Actions	Action Leader	Time Scale	M&E Activities	Resource Implications
Assessment policy Assessment protocols Tracking Develop system of target-setting Improve feedback Involve parents and community	School targets are met or exceeded Most students are on track to make expected progress Interventions are made where underachievement is identified, and impact positively on performance All data collection and reporting processes completed according to schedule Middle leaders challenged and supported where	LG line managers	Sept 16-August 17	Line manager meetings LG meetings Review July 2017	Training in 4 Matrix for all relevant staff

	<p>underachievement is identified</p> <p>New staff provided with training and support</p> <p>Feedback to governors and LG</p>				
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School Improvement Priority 2: Develop the Curriculum to Meet the Needs of Students					
Objective		Overall Success Criteria		Priority Leader	
To improve curricular provision for students so that it reflects the desired outcomes of the Department's Curriculum for Learning and Achievement by providing: <ul style="list-style-type: none"> • A rich and well-balanced range of experiences which engages and meets the needs of all pupils. • Opportunities for children to apply core skills in cross-curricular contexts. 		A range of monitoring activities including lesson observation and scrutiny of planning demonstrate that most lessons accelerate progress by providing opportunities for children to apply core skills, and develop learning dispositions, in a cross-curricular context through challenging and engaging activities. Analysis of impact will show that a more engaging and appropriate curriculum will result in higher standards and an improvement of * in A*-C (incl Eng and Ma)			
Key Actions to Deliver Objective	Success Criteria for Actions	Action Leader	Time Scale	M&E Activities	Resource Implications
Curriculum Audit Schemes of Work Adapt KS4 and 5 specs 'Pastoral' curriculum – PSHE/Tutorial provision CEIAG Involve parents and community	Roll out timeline for new specifications SOW in place for all courses Research vocational, STEM initiative and skills based curriculum options Further develop KS4 Provision including SQA awards and exams Roll out enhanced KS5 collaboration and review and develop on an annual cycle		Sept 2016 start	LM meetings	CD monies Training and courses

	Review and development of tutor time	HOYs				
	Review and map careers education provision to PGE programme					

Priority 3: Develop the Effectiveness of Teaching & Learning					
Objective		Overall Success Criteria		Priority Leader	
To raise standards by: <ol style="list-style-type: none"> 1. Improving the extent to which students engage actively in, and take responsibility for, their learning 2. Increasing the range of the pedagogical approaches staff draw on 3. Ensuring lessons are stimulating and motivating 4. Ensuring both teachers and students use assessment information to move learning to the next stage. 		A range of monitoring activities including lesson observation demonstrate that students are involved in, and making decisions about, their own learning and a variety of learning styles are supported. The majority of students will make better than expected progress.			
Key Actions to Deliver Objective	Success Criteria for Actions	Action Leader	Time Scale	M&E Activities	Resource Implications
Autonomy/metacognition Pedagogy – CPD (inc P4C) Learning Away from the Classroom Review of homework policy and development of “learning away from the classroom” policy Literacy – identification of priorities for future development ICT – review of curriculum and	Training/initiatives, including Team Release, delivered with demonstrable positive impact on classroom practice New T&L policy driven lesson observation sheet introduced and lesson observation data recorded Any teachers whose teaching is judged to require improvement are supported and challenged appropriately by their team leader Middle leaders are held		Sept 2016 start	Lesson observation Team release	INSET INSET training provision

<p>digital learning strategy</p> <p>SOLO Taxonomy</p> <p>Improve lesson observation protocol</p> <p>Transition – review and continue to develop links through transition teacher, transition projects and induction programme</p> <p>Involve parents and community- gather feedback on impact of all these initiatives from parents and members of the learning community</p>	<p>accountable for observation, monitoring, evaluation and review and know the processes in place for these. Any new middle leaders are mentored through the process by an experienced colleague</p> <p>SSRE Q2 evidence of teaching and learning being at least “Good”</p>				
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School Improvement Priorities for 2017/18 (Provisional)

1. **Develop the effectiveness of Assessment:** Ensuring that tracking procedures are in place and that they are known, used and understood by students, staff and families supporting learning.
2. **Develop the Curriculum to meet the needs of Students:** Review and further develop the academic, vocational and pastoral curriculum to engage, motivate and inspire.
3. **Develop the effectiveness of Teaching and Learning:** Roll out of Literacy policy

School Improvement Priorities for 2018/19 (Very Provisional)

- 1. Develop the effectiveness of Assessment**
- 2. Develop the Curriculum to meet the needs of Students**
- 3. Develop the effectiveness of Teaching and Learning**

Curriculum Development Bid

Date	SIP Objective and Key Action	Item	Cost
Summer 2016			
Autumn 2016			

St. Ninian's High School

To live... To learn... To live...

Mission Statement:

To inspire, prepare and equip young people for their future.

Aims:

- To help students develop the skills and dispositions that are required for successful life-long **learning**.
- To provide active, engaging, learning centred **teaching** that motivates students to embrace the challenge of learning.
- To provide a relevant, flexible, inclusive **curriculum** with pathways enabling all students to be successful.
- To ensure students experience high quality **care, guidance and support** for health and wellbeing.
- To nurture productive **partnerships** with parents, employers, providers and the community.

SNHS Roadmap

		2016	2017	2018
Developing a culture of a growth mindset towards Learning	Developing students' metacognitive skills	Core skills lessons developed in Y7 & Y8.	Core skills developed further in Y7, Y8	Students draw upon, and use, "Core Skills" across all subjects at KS3. Students can talk about their "Core Skills" and how they help them learn.
		P4C introduced into Y8	Use of P4C as a means to engage learners at KS3. Introduction of mapping progress in P4C at KS3	Students experience and exhibit P4C skills in KS4 and KS5. Students can follow a P4C skills pathway into A level
		ELLI profiles introduced into Y7.	ELLI profiles used to support mentoring at KS3 and KS4. Students use the metalanguage of ELLI	Students in KS3 understand, and can confidently communicate, the ELLI learning dispositions that they draw upon to facilitate their learning.
		Students have increased awareness of skills development. Lesson observations include split screen objectives	Students able to talk about the learning skills they are using in lessons.	Students draw upon appropriate learning skills to build their learning (think, feel, do). Students exhibit key learning skills. Students are more aware of their own learning process across the Key Stages.
Developing students' employability skills	Developing students' employability skills	Creation of new Employability role. Co-ordinate employability programme	Use careers aspirations alongside academic profiles to determine support and guidance. Develop employability program	Students have appropriate career aspirations and this impacts positively on their attainment, achievement and attitude. Students demonstrate and recognise their employability skills.
		Students receive better and more varied feedback regarding their progress in learning. Students acting on feedback given	Students engage with good quality regular feedback in all subject areas. Students seek regular feedback and are able to act upon feedback given to aid improvement.	
		Students have access to materials, the ability to collaborate and feedback via an online space	Students use their personal electronic devices to improve their strategic awareness: planning and supporting their learning, managing their deadlines, organising their own workflow. Students develop their learning relationships through Google classroom: working collaboratively with peers and those who support learning.	
	Developing students' feedback to make improvement			
	Developing students' technology to improve learning.			

		2016	2017	2018
Developing a culture of growth mindset towards Teaching	Developing a strategy for teacher development based on expertise within the organisation.	<p>Staff develop effective 50 min lessons: Leamer centred, active, acknowledging students need to be constructing their learning.</p> <p>Observations and feedback structure developed to form the basis for sharing and implementing good practice.</p> <p>Opportunities developed for joint professional development through learning dialogues.</p>	<p>Teachers and leaders undertake action research and wider reading which impacts on teaching pedagogy.</p> <p>All teachers observe and feedback to one another with a view to developing practice. Calendar of QA published for year ahead.</p> <p>Learning dialogues regularly take place between teachers (across departments) and leaders.</p>	<p>Teachers and leaders undertake action research and wider reading which impacts on teaching pedagogy.</p> <p>All teachers observe and feedback to one another with a view to developing practice. Calendar of QA published for year ahead.</p> <p>Learning dialogues regularly take place between teachers (across departments) and leaders.</p>
	Developing pedagogies that develop learning skills .	<p>P4C embedded and strengthened through Core Skills. P4C techniques increasingly used by staff.</p> <p>Teachers using split screen objectives within lessons to highlight the learning skills being developed alongside subject knowledge and skills.</p>	<p>Staff across the school use P4C techniques in their teaching.</p> <p>The majority of lessons allow students to construct their learning through well planned student centered activities.</p>	<p>Staff across the school use P4C techniques in their teaching.</p> <p>The majority of lessons allow students to construct their learning through well planned student centered activities.</p>
	Developing effective feedback strategies.	<p>Whole school focus on developing effective feedback strategies to improve engagement with learning.</p>	<p>Continued focus on feedback as part of AFL.</p> <p>Teachers work together to develop strategies and share good practice.</p>	<p>Teachers use a variety of appropriate feedback strategies that students value and are able to use to improve.</p> <p>Teachers and leaders regularly share good practice and develop new strategies for effective feedback.</p>
	Using data to inform actions.	<p>Data used to inform interventions.</p>	<p>Monitoring of interventions based on consistent data evaluation.</p>	<p>Teachers and leaders use attainment and progress data to "close the gap" through interventions, lesson planning and longer term planning.</p>
	Develop the use of assessment	<p>Achievement, attainment and effort used to monitor progress and plan interventions</p>	<p>Teachers are aware of their class profile and the need for a variety of techniques to ensure all students make progress.</p>	<p>Teachers plan and deliver lessons that take into account the class profile addressing the needs of identified individuals and/or groups.</p>
	Developing the use of technology .	<p>Teachers develop use of google classroom to provide feedback and develop learning relationships.</p>	<p>Teachers develop use of google classroom to provide feedback and develop learning relationships.</p>	<p>Teachers use technology appropriately to improve the learning experience and develop essential skills</p>
		<p>Development of learning strategies relating to devices in the hands of students. Develop role of personal devices to help with organisation and strategic awareness</p>	<p>Explore use of Itslearning</p>	<p>Teachers and leaders exploit technology to sharing good practice and develop pedagogy.</p> <p>Teachers and leaders encourage students to have an strategic awareness about their learning.</p>

		2016	2017	2018
Developing a Curriculum to ensure success for all	Developing the PSHEE curriculum	Strands: Employability; Healthy relationships; Citizenship; Drugs and alcohol; Health; Economics; Mentoring; Start to link these with assembly themes, national events and information for parents. New PSHEE curriculum being developed		
	Lesson length and school day.	Implementation of new lesson and day structures.	Review of structures.	
	Developing Collaboration.	Further/deeper collaboration with BHS and IOM College taking place (other institutions where appropriate and viable).		Review of whole island collaboration.
		Develop an Entitlement Vocational curriculum	Explore Scottish qualifications for vocational subjects.	
	Developing Ks5	KS5 course changes being implemented.	New courses reviewed and supported.	
		Introduce new courses into Ks5 to provide an increase vocational pathway.	Current and prospective pathways aligned.	
		KS4 courses changes being implemented	New courses reviewed and supported.	
	Developing Ks4	New KS4 course introduced to improve pathways	Current and prospective pathways aligned.	
			SQA development.	
	Developing Ks3	New KS3 curriculum being implemented.	On going monitoring and review of Subject allocations	Review KS3 curriculum.
Core skills implemented into Y7 & Y8		Explore student choices in Y8		
		KS3 provision reviewed, including: Yr8 Option choices; Core Skills beyond Yr8; Project based learning expanded in Y7.		

		2016	2017	2018
Developing more effective Care, Guidance and Support	Develop safeguarding board.	Increase awareness of island developments relating to safeguarding. Implement new policies. Greater emphasis on co-ordinated training for staff, and use of visiting experts	Staff to feel confident in their knowledge of Safeguarding policies and procedures. Whole school Safeguarding policy in place and staff to be aware of their role within it. Students to feel safer at school. Look at Youth Survey results to help monitor this. Safeguarding Board to continue to monitor current trends and issues to inform PSHEE planning and whole school actions.	
	Develop PSHEE programme	Development of new PSHEE programme	PSHEE programme responds to, and meets the needs of, the students. Improve links to assemblies and national events	
	Developing our use of data	Investigate measures for care, guidance and support such as pastoral data, review of bullying, surveying students/parents. Aim to get quantitative data so improvements can be clearly identified. Data leads to actions. Attainment and achievement and effort data put to use. Destination data collected for all students. Mentoring programme being developed across KS4 and KS5 - based on achievement and attainment data along with mindfulness and attitudinal information.	PSHEE drop down days reviewed and developed.	Review and refine procedures to ensure impact made on outcomes.
	Developing the role of the form tutor	Use behaviour, attendance, aspiration, attitudinal, learning dispositions along with attainment and achievement data to provide a "whole child" view. Provide comprehensive training for all staff so they feel comfortable managing their role as a tutor	Destination Data used to inform curriculum planning and support provision. Develop mentoring process in KS3. Tutors to have greater awareness of pastoral and academic progress of their groups and to help co-ordinate interventions under guidance from HoY	

		2016	2017	2018
Developing more productive Partnerships	Developing transition	Use collaborative INSET to raise awareness of the changes taking place in our KS3 curriculum.	Develop some cross phase working which links the 6Rs to Elli Dimensions.	Improve collaborative working with some staff engaging in cross phase teaching
		Aim to publish a transition calendar by Xmas. Identify transition 'reps' in each subject area	Introduce the use of EPortfolios into PSHE time for Year 7.	Roll the use of EPortfolios into year 8
	Developing collaboration	Develop IOM vocational entitlement curriculum.		
		Develop Induction process for students from BHS/other institutions.		
	Developing stakeholder feedback to inform planning	Develop a cohesive structure of feedback mechanisms to gather views of stakeholders to inform planning.	SOPs in place to gather, analyse and act upon feedback	
	Developing employer relationships	Develop work experience in Y12.	All student come into contact with employers five times during their time at secondary school.	
		Develop employability programme.	Students on a pathway towards employment at 16 or 18 are adequately prepared to do so.	
	Developing parental partnerships	Develop a suite of information evenings.	Introduce more informal sessions for parents highlighting current issues, such as self harm, substance abuse, e-safety etc. Link this to PSHEE strands and liaise with outside agencies. Invite other agencies to Parents Evenings.	
		Web site development	Parents are well informed about the the key aspects of students learning journey at school.	
Family interviews introduced to discuss future pathways and option choices at 14&16		Parents support students with their learning, skill development and preparation for assessment.		
Improved information to parents regards assessment, events, revision and how best to support the learning process.		Parents equipped to support student with decision making.		
		Develop KS3 reporting. Consider reporting without levels and use of ELLI dimensions.		

Roles and Responsibilities

Head Teacher Mr A. C. Fox
<p>Within: Learning; Teaching; Curriculum; Care, Guidance and Support; Partnerships</p> <p style="text-align: center;">specific responsibility for: Staffing; Safeguarding; Appraisal Overview; Monitoring of SSRE and Off-Site Visits.</p>

Deputy Head Teacher	Bursar	Deputy Head Teacher
<p>Within: Learning; Teaching; Curriculum; Care, Guidance and Support; Partnerships</p> <p>specific responsibility for: Care, Guidance and Support PSHEE Coordination Behaviour / Rewards Mechanisms Safeguarding / LAC Overview Transition</p>	<p>with specific responsibility for: Finance and Resources Human Resources Estate Management School Administration</p>	<p>Within: Learning; Teaching; Curriculum; Care, Guidance and Support; Partnerships</p> <p>specific responsibility for: Curriculum design SSRE/SDP Examinations / Data Overview CPD Overview</p>

Appraisal	Staff development	learning	Assessment	Well being
Monitor and review learning at Ks3 Relationship skills	Monitor and review learning at Ks3 Core Skills		Monitor and review learning at Ks4 Afl skills	Monitor and review learning at Ks5 Employability skills
Monitor, review & develop teaching within line management team	Monitor, review & develop teaching within line management team	teaching	Monitor, review & develop teaching within line management team	Monitor, review & develop teaching within line management team
Ks3 PSHEE y7 curriculum	Ks3 PSHEE y9 options process	curriculum	Ks4 PSHEE vocational pathways	Ks5 PSHEE y11 options process
Line manage y7 Transition Ks2/Ks3 Safeguarding Board Health and safety	Line manage y8/9 Transition Ks3/Ks4	care, guidance and support	Line manage y10/11 Transition Ks4/Ks5	Line manage y12/13 Transition beyond Ks5
Parents evenings/reports Primary schools	Public relations ITT providers	partnerships	Awarding bodies College	Employers 3rd Sector
rotas - lower	tt management	Management	rotas - upper	cover/supply

SNHS Appraisal Planning Meeting Report 2016/17:

(Type in the boxes and they will expand to fit your requirements)



Reviewee: _____

Reviewer: _____

Link to SDP/ Teacher Standards	1 Set high standards which inspire, challenge and motivate 2 Promote good progress and outcomes 6 Make accurate and productive use of assessment
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Objective 1 (Whole School) and Performance Criteria:

Collaborate with at least one other person from another department to develop and confidently utilize a new AfL / feedback strategy, to share good practice and demonstrate the impact on pupil progress.

Action Plan and Timescale for completion:

Identify another person or group of people who you would feel comfortable working with (Sept 2016). (Research shows that working in a team of three is often most effective!)

Identify a skill or area of learning that your team wants to develop.

Through discussion with others, choose an AfL / feedback strategy that you will develop to help improve learning (Sept 2016).

Identify a specific class or group and evaluate progress (Sept 2016).

Identify a time period of approx. 1/2 term for strategy to be implemented (Sept 2016).

Plan an approach to lessons for the time period (Sept 2016).

Implement the chosen strategy and monitor progress.

Lesson observation to evaluate the impact of the strategy on students.

Provide examples of how the strategy impacted on students during departmental meetings (Summer Term 2017).

When writing your individual performance objective criteria, developing your action plan (above) and constructing your evidence section (below), the following points should be considered and/or included

mainscale	UPS	TLR
<ul style="list-style-type: none"> part of department discussion share in decision making process pairing up with a member of a department on the same strategy engage with support and learning walk opportunities 	<ul style="list-style-type: none"> lead discussion on which aspect of learning to choose lead decision making monitoring of actions through learning walks modelling good practice and providing training 	<ul style="list-style-type: none"> leading team through the whole process coordinating and leading the discussions with individual staff about progress coordinating learning walks for members of the department supporting the evaluation of data. Modelling and leading training where necessary
engage with the process and share in discussion and ideas	sharing good practice within department	coordinating and delivering training to share good practice beyond the department

Evidence to be considered:

Minutes of meetings to discuss skill chosen.

Completed generic objective form with initial information.

Evidence in exercise books and through pupil voice of strategy being used.

Lesson Observation feedback sheet.

Lesson plans to provide evidence of strategy utilization.

Indicative data for the period of focus.

Minutes of departmental meetings showing discussion of impact on learners and sharing of good practice.

SNHS Appraisal Planning Meeting Report 2016/17:

(Type in the boxes and they will expand to fit your requirements)



Reviewee: _____

Reviewer: _____

Link to SDP/ Teacher Standards	<ol style="list-style-type: none"> 1. Set high standards which inspire, challenge and motivate 2. Promote good progress and outcomes 5. Adapt teaching to respond to the strengths and needs of pupils 6. Make accurate and productive use of assessment.
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Objective 1 (Whole School) and Performance Criteria:

[Redacted content]

Action Plan and Timescale for completion:

[Redacted content]

When writing your individual performance objective criteria, developing your action plan (above) and constructing your evidence section (below), the following points should be considered and/or included.

Mainscale	UPS	TLR
<ul style="list-style-type: none"> • part of HOY meeting discussion • share in strategy consideration, evaluation and development • could pair-up on the same strategy with interested others • engage with support and learning walk opportunities <p>engage with the process and share in discussion and ideas</p>	<ul style="list-style-type: none"> • suggest appropriate strategies and lead discussions that directs the decision making • monitoring of actions through learning walks and analysis of relevant data • modelling good practice and progressing partnerships <p>sharing good practice</p>	<ul style="list-style-type: none"> • lead team through the process • coordinating and leading the discussions with individual staff • coordinating and monitoring learning walks for staff engaged in development • supporting the analysis and evaluation of data and feedback to staff <p>coordinating and/or delivering training plus to share good practice beyond the group</p>

Evidence to be considered:

Minutes of meetings to discuss skill / strategy / strategies.
 Evidence through pupil voice of strategy / strategies being used.
 Lesson observation feedback sheet.
 Lesson plans to provide evidence of strategy / strategies utilization.

Indicative data for the period of focus.

Minutes of HOD / HOY meetings showing discussion of impact on students and sharing of good practice.