Ulverston Victoria High School

Strategic Improvement Plan

2016-2017

Our Vision

"As an exceptional school we aspire to provide the security and ethos in which all students can develop the confidence, skills and resilience to enable them to be the authors of their own life stories, whilst sustaining our core values and moving forward dynamically and collaboratively to become a school of local, national and international repute in 21st Century Britain".

This plan is set against the following OFSTED criteria

1. Overall Effectiveness

In judging the overall effectiveness, inspectors will take account of the four key judgements. Inspectors should first make the key judgements on:

- the quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for students.
- the effectiveness and impact of the provision for students' spiritual, moral, social and cultural development (see below)
- the extent to which the education provided by the school meets the needs of the range of students at the school including:
  - disabled students
  - students who have special educational needs.

2. Leadership and management

In making this judgement in schools, inspectors will consider:

- the leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils
- whether leaders have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important
- whether leaders have the highest expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm
- the rigour and accuracy of self-evaluation and how well it leads to planning that secures continual improvement
- the design, implementation and evaluation of the curriculum, ensuring breadth and balance
- how the school supplements the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities
- how effectively leaders use the PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this
- how the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- the effectiveness of the actions leaders take to secure and sustain improvements to teaching, learning and assessment
- how leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high quality education for all pupils
- the quality of continuing professional development for teachers at the start and middle of their careers and later, and how leaders use performance management to promote effective practice across the school

- how effectively leaders and governors track the progress of groups of pupils to ensure that none falls behind and underachieve, and how effectively governors hold them to account for this

- how well leaders engage with parents, carers and other stakeholders and agencies to support all pupils

- how effectively leaders use additional funding, including the pupil premium, and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this

- the effectiveness of governors in discharging their core statutory functions

- how leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community

- the effectiveness of safeguarding

- the work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism, and what the school does when it suspects that pupils are vulnerable to these issues.

3. Quality of teaching, learning and assessment

Effectiveness of teaching, learning and assessment by evaluating the extent to which:

- the teachers' standards are being met[1]

- teachers and other staff have consistently high expectations of what each pupil can achieve, including most able and disadvantaged pupils

- teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils

- assessment information is gathered from looking at what pupils already know, understand and can do, and is informed by their parents/previous providers as appropriate in the early years

- assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well

- except in the case of the very young, pupils understand how to improve as a result of useful feedback, written or oral, from teachers

- the school's engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve

- equality of opportunity and recognition of diversity are promoted through teaching and learning

- English, mathematics and the skills necessary to function as an economically active member of British society are promoted through teaching and learning.

4. Personal development, behaviour and welfare

- Inspectors must make a clear written judgement about behaviour and a separate clear written judgement about personal development and welfare in the report. Where the judgements differ, the lower of the two will determine the overall judgement for personal development, behaviour and welfare and is recorded in the report.

- Evaluating, judging and reporting behaviour and welfare in this way distinguishes between each aspect so that schools and parents clearly understand the two separate judgements. Inspectors must consider carefully the effectiveness of safeguarding when pupils' welfare is judged to require improvement or be inadequate.

Attendance and punctuality

- overall absence and persistent absence rates for all pupils, and for different groups in relation to national figures for all pupils

- the extent to which low attenders are improving their attendance over time and whether attendance is consistently low (in the lowest 10%)

- punctuality in arriving at school and at lessons.

5. Outcomes for Students

Inspectors will take account of current standards and progress, including the school's own performance information, and make a relevant judgement on academic and other learning outcomes for pupils by evaluating the extent to which all pupils:

- progress well from their different starting points and achieve or exceed standards expected for their age nationally (at the end of a key stage), or within the school's own curriculum

- attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher level qualifications or into jobs that meet local and national needs

6. Inspecting the effectiveness of the 16 to 19 study programmes
Inspectors will judge the effectiveness of the 16 to 19 study programmes, taking into account:

- the effectiveness of leadership and management

- the quality of teaching, learning and assessment

- the personal development, behaviour and welfare of learners

- outcomes for learners.

Inspectors will consider how well:

- leaders promote high expectations and use rigorous systems to drive improvement, including through monitoring and developing the quality of 16 to 19 provision and improving the progress and achievement of learners and groups of learners

- study programmes for each learner are planned and managed so that they meet fully the principles of the DfE's 16 to 19 study programmes2 by providing progression, stretch, mathematics and English for all learners without GCSE grades A* to C, as well as work experience and non-qualification activities

- teaching and assessment support and challenge learners

- study programmes build on each learner's prior attainment and enable them to make progress and move on to a higher level of qualification when they are ready to do so

- learners receive high quality impartial careers guidance that prepares them for their chosen next steps and enables them to make well-informed decisions about their future plans

- learners develop personal, social, employability and independent learning skills and achieve high levels of punctuality, attendance and conduct, including through the contribution of non-qualification or enrichment activities and/or work experience

- learners understand how to keep themselves safe and healthy, both physically and emotionally

- learners, and groups of learners, make progress from their different starting points, remain on their study programme, achieve their core aim and make progress towards a GCSE grade C in English and/or mathematics if they do not already have one

- learners, and groups of learners, progress to the planned next stage in their careers, such as a higher level of education or training, or to employment or an apprenticeship
- the 16 to 19 interim minimum standards are met where applicable.

Inspectors will also consider whether or not arrangements for safeguarding learners are effective.

Objectives

Core Objectives
These are the over-riding objectives which are drawn from our belief as to what we would like our school to be like and the OFSTED inspection framework; which underpin the school improvement agenda and will appear as *Core Objectives* on the School Improvement Plan, Department Improvement Plans, Pastoral Improvement Plan, Department Green Cards (Department SEFs), School Green Card (SEF) and as part of the Appraisal system.

School Improvement Objectives
These are the objectives which are important to the school improvement agenda, based on our vision and will appear as *Objectives* on the School Strategic Improvement Plan, Whole School Annual Action Plans and School Green Card (SEF).   They may appear on Department Improvement Plans, Pastoral Improvement Plan, Department Green Cards (Department SEFs), and as part of the Appraisal system where they are appropriate to an individual or an individual Department.

Self-Assessment: Key School Improvement Objectives
These are the Key Improvement imperatives based on the school Self Evaluation, external inspection and data analysis. These Key Objectives will run through the School Strategic Improvement Plan, Whole School Annual Action Plans and Department Improvement Plans.

Specific Department Improvement Objectives
These are the objectives which underpin the Department improvement and will appear as *Objectives* on individual Department Improvement Plans and on the Department Green Card (SEF) and as part of the Appraisal system where they are appropriate to an individual or an individual Department.

Review

Red: Not Started
Pink: Building on previous development
Amber: On-going development
Green: Completed
Superseded.

1 Overall Effectiveness						
Core Objective	To ensure that as an exceptional school we aspire to provide the security and ethos in which all students can develop the confidence, skills and resilience to enable them to be the authors of their own life stories, whilst sustaining our core values and moving forward dynamically and collaboratively to become a school of local, national and international repute in 21st Century Britain.					
Key School Improvement Objectives 🔑		**Starting Date**	**Section of Improvement Plan**	**Action Plan Manager**	**QA**	**Progress** Red: Not Started Pink: Building on previous development Amber: On-going development Green: Completed Superseded.
To close the gap in the rate of progress remaining between disadvantaged students and other students, (From OFSTED) and release the potential of all and improve the consistency of attainment of disadvantaged students where data analysis shows they are achieving less well than "All Students" when compared to national averages.		2014	Outcomes for Students	MHa	DFa	**Amber**
To raise the achievement of Middle Achieving students, as identified by RASISEonline and school data analysis and continue to develop academic and pastoral intervention strategies to motivate, engage and ensure achievement of Middle Achieving students. (From OFSTED)		2014	Outcomes for Students	MHa	DFa	**Amber**
To move teaching to outstanding. To ensure that in all lessons teachers do move students on to the next task quickly enough and give them sufficient opportunities to work independently, share their ideas and assess their own and each other's work. (From OFSTED)		2014	Teaching and learning	ADe	DFa	**Amber**
To ensure that students make or exceed national progress and attainment figures, measured using RASISEonline analysis and achieve a high Progress 8 score.		2014	Outcomes for Students	MHa	DFa	**Amber**
To develop the curriculum in such a way as to ensure that our students are best suited for the next stage of their lives whilst ensuring that the vast majority have 8 GCSEs which match requirements of Progress and Attainment 8 and qualifications which are relevant locally and nationally.		2014	Leadership and Management	MHa	DFa	**Green**
Further develop the school assessment system at KS3 and 4 to increase consistency, validity and the quality of formative assessment.		2016	Teaching and Learning	ADe	MHa	**Amber**

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1 Overall Effectiveness						
Core Objective	To ensure that as an exceptional school we aspire to provide the security and ethos in which all students can develop the confidence, skills and resilience to enable them to be the authors of their own life stories, whilst sustaining our core values and moving forward dynamically and collaboratively to become a school of local, national and international repute in 21st Century Britain.					
Key School Improvement Objectives 🔑	**Starting Date**	**Section of Improvement Plan**	**Action Plan Manager**	**QA**	**Progress** Red: Not Started Pink: Building on previous development Amber: On-going development Green: Completed Superseded.
Further develop the school assessment system at KS5 to increase consistency, validity and the quality of formative assessment.	2016	Teaching and Learning Sixth Form	RRa	MHa	**Pink**
To review and develop the kS4 curriculum in response to the change in qualifications.	2016	Leadership and Management	MHa	DFa	**Red**
Further develop the Key Stage 3 provision so that it is more dynamic and relevant: leading to the KS4 curriculum.	2016	Teaching and Learning	ADe	MHa	**Pink**
Further develop provision, facilities, support and curriculum in the sixth form to improve out comes for all students at all levels.	2016	Sixth Form	RRa	MHa	**Pink**
To improve the consistency of achievement of disadvantaged students where data analysis shows they are achieving less well than "All Students" when compared to national averages.	2016	Outcomes for Students	ANa	MHa	**Amber**
To review and further develop the security of the school site and the inherent safe environment for all students.	2016	Personal development, behaviour and welfare	MHa	DFa	**Amber**

2 Effectiveness of leadership and management							
Core Objectives	To ensure that leadership and management is typified by the pursuit of excellence in all of the school's activities. To ensure the culture of the school is typified by an uncompromising and highly successful drive to strongly improve achievement - or maintain the highest levels of achievement - for all Students over a sustained period of time. All leaders and managers, including the governing body, shall be highly ambitious for the school and will lead by example. To ensure a on a deep and accurate understanding of the school's performance and of staff and Students' skills and attributes.						

School Improvement Objectives	**Starting Date**	**Expected Timescale**	**Action Plan Manager**	**QA**	**Resources and staff development implications**	**Progress** Red: Not Started Pink: Building on previous development Amber: On-going development Green: Completed Superseded.
To further demonstrate in all areas of Ulverston Victoria High School outstanding Leadership by cultivating talent within the current staff and when making new appointments	2014	5 Years	DFa	Governors		**Amber**
To develop the leadership of the student body through opportunities to demonstrate leadership and opportunities to gain leadership skill and to have an outstanding programme of extra-curricular leadership development	2015	3 Yeas	SHe	DFa		**Amber**
Continue to develop the School Curriculum to empower the UVHS learner to have the best possible life chances whilst returning value for money with particular reference to changes to the National Curriculum, relevant qualifications and the changes to the assessment systems.	2014	3 Years	MHa	DFa		**Amber**
To embed the new "Life without levels" assessment system and attitude to learning grades and to embed and review the whole school formal assessment system.	2015	1 Years	ANa	MHa		**Amber**
To further develop the learning environment of the school for the needs of the 21st century learner in the local and national context.	2014	5 Years	RCa	DFa		**Green**
To maintain the financial security of the school and investigate different management models to ensure this.	2014	3 Years	JBo	DFa		**Amber**
Further develop the recognition of excellence amongst teaching staff and middle leaders through the outstanding subject leader and outstanding subject teacher programmes.	2014	3 Years	ANa	ADe		**Amber**

2 Effectiveness of leadership and management

Core Objectives	To ensure that leadership and management is typified by the pursuit of excellence in all of the school's activities. To ensure the culture of the school is typified by an uncompromising and highly successful drive to strongly improve achievement - or maintain the highest levels of achievement - for all Students over a sustained period of time. All leaders and managers, including the governing body, shall be highly ambitious for the school and will lead by example. To ensure a on a deep and accurate understanding of the school's performance and of staff and Students' skills and attributes.

School Improvement Objectives	Starting Date	Expected Timescale	Action Plan Manager	QA	Resources and staff development implications	Progress Red: Not Started Pink: Building on previous development Amber: On-going development Green: Completed Superseded.
To build on and further develop policy and practice of systems leadership enabling school support activities to be effective.	2015	3 Years	ADe	DFa		Amber
To have embedded the good practice of our Governing Body to enable it to be outstanding.	2014	3 Years	ADe	DFa		Amber
To review embedded School Green Card (SEF), Department Green Card (SEF) and individual Staff Dashboard; and resultant School Strategic Improvement Plan and Department Improvement plans.	2015	1 Year	ANa	MHa		Green
To continue to develop a clear Gifted and Talented vision, this is articulated with objectives, task, milestones and success criteria and which identifies, develops the raising of aspiration, challenges, and supports gifted and talented students within and outside the classroom.	2014	3 Years	JSt	ADe		Amber
To continue to develop a clear vision for disadvantaged students, that is articulated with objectives, task, milestones and success criteria and which develops the raising of aspiration, challenges, and supports disadvantaged students within and outside the classroom and to close the gap in the rate of progress remaining between disadvantaged students and other students, (From OFSTED) and release the potential of all.	2014	3 Years	MHa	DFa		Amber
To continue to develop a clear vision for students with Special Educational Needs, that is articulated with objectives, task, milestones and success criteria and which develops the raising of aspiration, challenges, and supports Special Educational Needs within and outside the classroom, whilst working for national recognition through *such things as* the Inclusion Charter Mark.	2014	3 Years	AHu	SHe		Amber

2 Effectiveness of leadership and management

| Core Objectives | To ensure that leadership and management is typified by the pursuit of excellence in all of the school's activities. To ensure the culture of the school is typified by an uncompromising and highly successful drive to strongly improve achievement - or maintain the highest levels of achievement - for all Students over a sustained period of time. All leaders and managers, including the governing body, shall be highly ambitious for the school and will lead by example. To ensure a on a deep and accurate understanding of the school's performance and of staff and Students' skills and attributes. | | | | | |

School Improvement Objectives	Starting Date	Expected Timescale	Action Plan Manager	QA	Resources and staff development implications	Progress Red: Not Started Pink: Building on previous development Amber: On-going development Green: Completed Superseded.
Further develop the effectiveness of the Senior Leaders' meetings to sharply monitor and review School Improvement activities.	2014	1 Year	MHa/ADe	DFa		**Amber**
Further develop staff welfare through staff voice; staff absence and back to work welfare meetings.	2015	3 Year	MHa	DFa		**Amber**
To review and develop the kS4 curriculum in response to the change in qualifications.	2016	1 Year	MHa	DFa		**Red**
To review and develop the kS5 curriculum in response to the change in qualifications.	2016	1 Year	MHa/RRa	DFa		**Red**
To further develop the school's assembly system to increase the participation of different stakeholders within school and develop the British Values and Spiritual, Moral, Social and Cultural Education of the School and further develop and embed Spiritual, Moral, Social, and Cultural Education within the curriculum and in the extra-curricular life of the school and use form periods and assembly system to include themes based on world/national events, historical anniversaries, "day of", the protect agenda and British values.	2016	1 Year	SHe/ANa /BWa	MHa		**Pink**
Further develop the induction programmes for new staff, newly qualified staff and middle leaders.	2016	3 Years	ASm	ADe		**Amber**
Develop the role of Coordinator of School and Community voice to produce a 360 understanding of the school by the leadership team and the valid and effective contribution of all stake holders.	2016	3 Years	RSi	ADe		**Amber**

3 Quality of teaching, learning and assessment

Core Objective

To move all teaching to outstanding and that all lessons are an inspiring and create positive outcomes for all students. To ensure that all teachers have high expectations of all students in their groups and have an excellent understanding of how students are performing against personalised targets and how they can improve in order to fully achieve or exceed their potential. To continue to develop good practice is maintained across the school so that students are engaged with their learning, are keen to progress and have a clear idea as to how to achieve this. The school will engage with all stake holders to ensure the best outcomes for children and prepare them for a successful role in 21st century Britain.

Objectives	Starting Date	Expected Timescale	Action Plan Manager	QA	Resources and staff development implications	Progress Red: Not Started Pink: Building on previous development Amber: On-going development Green: Completed Superseded.
To move teaching to outstanding. To ensure that in all lessons teachers do move students on to the next task quickly enough and give them sufficient opportunities to work independently, share their ideas and assess their own and each other's work. (From OFSTED) To continue to develop and enhance Teaching and Learning by embedding 'outstanding' practice to ensure Student achievement continues the upward trend.	2014	3 Year	ADe	DFa		Amber
To further embed and invigorate literacy and numeracy across the curriculum.	2015	3 Year	MSu and Rma	ADe		Amber
To embed and change in response to circumstances the effective Teaching and Learning Monitoring System to ensure the consistent high quality of delivery across the school.	2015	2 Year	ADe	DFa		Amber
Further develop the Key Stage 3 provision so that it is more dynamic and relevant: leading to the KS4 curriculum.	2016	3 Year	ADe	MHa		Pink
Further develop the school assessment system at KS3, 4 and 5 to increase consistency, validity and the quality of formative assessment.	2016	3 Year	ANa/ADe	MHa		Pink

4	Personal development, behaviour and welfare

Core Objective	To use Victoria Values and the Pledge to support excellent attitudes to learning, pride in achievement; and in Ulverston Victoria High School. To continue to develop the values needed to be a positive citizen in the 21st century United Kingdom such as respect and tolerance for other points of view. To promote aspiration and provide impartial guidance for employability. To ensure that parents, carers, staff and students can be highly positive about behaviour and safety and students make an exceptional contribution to a safe, positive learning environment. They have excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption. They are consistently punctual in arriving at school and lessons. Attendance will be above 96% for all groups of students or will show sustained and convincing improvement over time. All students are safe and happy in school.

Objectives	Starting Date	Expected Timescale	Action Plan Manager	QA	Resources and staff development implications	Progress Red: Not Started Pink: Building on previous development Amber: On-going development Green: Completed Superseded.
To have average school attendance of above 96% and Priority Attendance students (whose attendance is below 85%) to be below 5%	2015	1 Year	SHe	DFa		Green
To further the intervention system within the school to ensure that the barriers to achievement are minimised and the achievement and aspirations of all groups of students including those identified as disadvantaged and more able is maximised.	2014	3 Year	MHa	DFa		Amber
Where feasible to remove or to minimise the impact of socio economic factors to achievement	2014	3 year	SHe	MHa		Amber
To have embedded the "Floating Reference" system as the "Living Reference" to motivate, recognise achievement and monitor the progress of students in all year groups in all aspects of their school lives and develop employability skills and thus to further develop and embed a dynamic reward system which recognises achievement inside and outside school, linked to the Living Reference and achievement assemblies.	2014	3 Year	MHa	DFa		Green
To further develop the school's assembly system to increase the participation of different stakeholders within school to develop and embed the British Values and Spiritual, Moral, Social and Cultural Education of the School within the curriculum and in the extra-curricular life of the school and use form periods and assembly system to include themes based on world/national events, historical anniversaries, "day of", the protect agenda and British values. By embracing national events, historical anniversaries, "day of", the protect agenda and British values.	2015	1 Year	SHe	DFa		Superseded.
To further develop and embed Spiritual, Moral, Social, and Cultural Education within the curriculum and in the extra-curricular life of the school.	2014	3 Year	SHe	DFa		Superseded.

4	Personal development, behaviour and welfare

Core Objective	To use Victoria Values and the Pledge to support excellent attitudes to learning, pride in achievement; and in Ulverston Victoria High School. To continue to develop the values needed to be a positive citizen in the 21st century United Kingdom such as respect and tolerance for other points of view. To promote aspiration and provide impartial guidance for employability. To ensure that parents, carers, staff and students can be highly positive about behaviour and safety and students make an exceptional contribution to a safe, positive learning environment. They have excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption. They are consistently punctual in arriving at school and lessons. Attendance will be above 96% for all groups of students or will show sustained and convincing improvement over time. All students are safe and happy in school.

Objectives	Starting Date	Expected Timescale	Action Plan Manager	QA	Resources and staff development implications	Progress **Red**: Not Started Pink: Building on previous development **Amber**: On-going development **Green**: Completed Superseded.
To ensure that UVHS maintains its excellent reputation for Safeguarding by distributing the leadership of Safeguarding and developing in- house systems further to keep staff and students safe from harm.	2014	3 Year	SHe	DFa		**Amber**
To further reduce the gap between the percentage of students excluded from school who are disadvantaged and those who aren't.	2016	3 Year	SHe	DFa		**Amber**
To further reduce the gap between the percentage of students with persistent absence from school who are disadvantaged and those who aren't.	2016	3 Year	SHe	DFa		**Amber**
To review and further develop the security of the school site and the inherent safe environment for all students.	2016	Six Months	MHa	DFa	£20,000	**Amber**
To further develop the expertise in safeguarding procedures amongst the schools SLT by increasing the number of members of staff with Level 3 Safeguarding and ensuring that all staff have Level 1 or better.	2016	1 Year	She	Mha		**Green**

5 Outcomes for Students							
Core Objective	To ensure students progress well from their differing starting points and achieve or exceed standards for their age nationally. To ensure students attain relevant qualifications so they can, and do progress to the next stage of their education, training or employment that meets local and national need. To continue to carefully monitor the progress of students throughout the school and consequently intervene to maintain and increase the achievement of all students in the school community.						
Objectives	**Starting Date**	**Expected Timescale**	**Action Plan Manager**	**QA**	**Resources and staff development implications**	**Progress** **Red**: Not Started Pink: Building on previous development **Amber**: On-going development **Green**: Completed Superseded.
To close the gap in the rate of progress remaining between disadvantaged students and other students, (From OFSTED) and release the potential of all and improve the consistency of attainment of disadvantaged students where data analysis shows they are achieving less well than "All Students" when compared to national averages.	2014	2 Year	MHa	DFa		**Amber**
To raise the achievement of Middle Achieving students, as identified by RASISEonline and school data analysis and continue to develop academic and pastoral intervention strategies to motivate, engage and ensure achievement of Middle Achieving students. (From OFSTED)	2014	3 Year	MHa	DFa		**Amber**
To ensure that students make or exceed national progress and attainment figures, measured using RASISEonline analysis and achieve a high Progress 8 score.	2015	3 Year	MHa	DFa		**Amber**
To have further developed systems of intervention for a wide range of students across Key Stages 3 and 4 through the use of specialist staff to increase the academic progress and attainment made by all students.	2014	3 Year	Pan	MHa		**Green**
To develop the integrity, clarity and use of data in school to provide information for intervention and to give informative overviews to teaching staff, SLT and Governors and further develop the high level tracking system for groups and individual students.	2015	1 Year	ANa	MHa		**Amber**
To have further developed systems of intervention for a wide range of students across Key Stage 5 through the use of specialist staff to increase the academic progress and attainment made by all students.	2016	3 Year	JSt/RRa	MHa		**Red**

Further develop the school assessment system at KS3 and 4 to increase consistency, validity and the quality of formative assessment.	2016	1Year	ANa	MHa		**Amber**
To improve the consistency of achievement of disadvantaged students where data analysis shows they are achieving less well than "All Students" when compared to national averages.	2016	1Year	ANa	MHa		**Amber**

6 The effectiveness of the 16 to 19 study programmes

Core Objectives	To ensure that as an exceptional sixth form we are the most distinguished provider of the highest quality education in the Furness area. We have high expectations and aspirations for all our students who are supported within a lively, caring and ambitious community where all individuals feel valued and challenged. We equip our students with the qualifications, skills and personal attributes required to move successfully into higher education, employment and a positive future life in 21st century Britain and the International stage.

Objectives	Starting Date	Expected Timescale	Action Plan Manager	QA	Resources and staff development implications	**Progress** **Red:** Not Started Pink: Building on previous development **Amber:** On-going development **Green:** Completed Superseded.
Further develop quality and appropriateness of provision and hence the progress and achievement of learners and groups of learners in 16 to 19 classrooms.	2015	3 Years	RRa	DFa		Amber
Ensure that the study programmes for each learner are planned and managed so that they meet fully the principles of the DfE's 16 to 19 study programmes by providing progression and stretch,	2015	3 Years	RRa	DFa		Amber
Ensure that all students who are admitted to the sixth form without GCSE grades of A* to C in English or Mathematics receive the provision and support to achieve this.	2015	1 Years	RRa	DFa		Green
To continue to develop and enhance Teaching and Learning by embedding 'outstanding' practice to ensure Student achievement continues the upward trend with particular reference to assessment for learning.	2015	3 Years	RRa	DFa		Amber
Develop systems to ensure the effective monitoring of student progress and that the necessary intervention is timely and effective and to continue to embed the system of challenging and raising underachievement in the sixth form and to develop individualised study programmes to enable them to make progress and move on to a higher level of qualification when they are ready to do so and support students when either they or their teachers are absent from school.	2015	3 Year	RRa	DFa		Amber
Students continue to develop personal, social, employability and independent learning skills with the continued contribution of non-qualification or enrichment activities and/or work experience.	2015	1 Year	RRa	DFa		Amber
Continue to develop procedures to develop attendance ,punctuality and further strengthen safeguarding processes within the sixth form and consequently support	2015	3 Year	Part of Attendance Action Plan	RRa		Amber

6 The effectiveness of the 16 to 19 study programmes

Core Objectives	To ensure that as an exceptional sixth form we are the most distinguished provider of the highest quality education in the Furness area. We have high expectations and aspirations for all our students who are supported within a lively, caring and ambitious community where all individuals feel valued and challenged. We equip our students with the qualifications, skills and personal attributes required to move successfully into higher education, employment and a positive future life in 21st century Britain and the International stage.

Objectives	Starting Date	Expected Timescale	Action Plan Manager	QA	Resources and staff development implications	Progress Red: Not Started Pink: Building on previous development Amber: On-going development Green: Completed Superseded.
employability and life skills.						
To continue to develop a clear Gifted and Talented vision for students in the sixth form, that is articulated with objectives, task, milestones and success criteria and which identifies, develops the raising of aspiration, challenges, and supports gifted and talented students within and outside the classroom.	2014	3 Years	Part of G and T Action Plan	RRa		Amber
To continue to develop a clear vision for disadvantaged students in the sixth form, that is articulated with objectives, task, milestones and success criteria and which develops the raising of aspiration, challenges, and supports disadvantaged students within and outside the classroom and to develop a system to track the progress of disadvantaged students.	2014	3 Years	Part of Intervention Action Plan	RRa		Amber
To continue to develop a clear vision for students with Special Educational Needs in the Sixth Form, that is articulated with objectives, task, milestones and success criteria and which develops the raising of aspiration, challenges, and supports students with Special Educational Needs within and outside the classroom.	2014	3 Years	Part SEN Action Plan	RRa		Amber
Further develop provision, facilities, support and curriculum in the sixth form to improve out comes for all students at all levels.	2016	3 Years	RRa	MHa		Pink
Develop the leadership team in the sixth form to increase capacity to cope with increased numbers and changing priorities in the sixth form.	2016	1 Year	RRa	MHa		Red

7 The effectiveness of the Governing Body						

Core Objectives	To have a model of school governance where the governing body have a positive influence on the school. The Governors have a clear understanding of the current position of the school in such key areas as Financial wellbeing, Student Progress, School improvement Planning, Curriculum Planning and Staffing; making it possible for the Governing Body to effectively support the Head Teacher and Leadership Team in driving improvement , to hold the Head Teacher to account and to act as a "critical friend".					

Objectives	**Starting Date**	**Expected Timescale**	**Action Plan Manager**	**QA**	**Resources and staff development implications**	**Progress** **Red:** Not Started Pink: Building on previous development **Amber**: On-going development **Green**: Completed Superseded.
Develop a system to challenge the performance of the governing body in addition to that of the schools.	Spring 2016	Two Terms	Governor's working Group	Chair of Governors		Amber
Develop a system to improve on any deficiencies in the governing body and bring in external expertise if necessary.	Autumn 2016	One Year	Governors	Chair of Governors	Fiscal Cost	Amber
Further develop the role of governors so that governors undertake purposeful visits to the school and perform link roles effectively. OFSTED will look for evidence of reports back to the governing body and its committees.	Spring 2016	One Year	Governors	Chair of Governors	Time	Green
Ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium.	Autumn 2015	On Going	Governors	Chair of Governors	Time	Green
Ensure that governors have a clear understanding and the ability to work with school leaders; to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition.	Autumn 2015	On Going	Governor's working Group	Chair of Governors	Time	Green
Provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school.	Autumn 2015	On Going	Governors	Chair of Governors	Time	Green
Ensure that If at least three-quarters of governors are demonstrating a high level of active engagement; taking part in link visits and taking an active role in committees.	Spring 2016	Two Terms	Governor's working Group	Chair of Governors	Time	Green
To ensure that the committees that are getting things done and looking carefully at how the school is performing so that the governing body's	Spring 2016	Two Terms	Governor's working Group	Chair of Governors	Time	Amber

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Objectives	Starting Date	Expected Timescale	Action Plan Manager	QA	Resources and staff development implications	Progress **Red:** Not Started Pink: Building on previous development **Amber:** On-going development **Green:** Completed Superseded.
performance is likely to be seen as outstanding.						
Further develop the communication between the Head teacher and the leadership team of the school so that governors are aware of all the issues within the school and the processes taking place to bring about school improvement.	Autumn 2015	Two Terms	Governor's working Group	Chair of Governors	Time	Amber
A detailed timeline of activities is produced, maintained by the clerk and linked to the school development plan, provides a clear structure for the work of governors and ensures that their time is used appropriately.	Spring 2016	One Term	Governor's working Group	Chair of Governors	Time	Green
To have a "Governors' Information" Website to inform in clear simple terms the school's data, teaching and learning, curriculum and improvement priorities.	Autumn 2016	Autumn 2016	DSt	MHa	Time	Amber

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