

St. Paul's Way Community School.

Single Integrated Plan.

Priorities for School Improvement.

(The annotated version of this is available in school).

1. Improve the quality of Teaching and Learning to at least good, in order to raise achievement and standards quickly for all students.
2. Build positive relationships between adults, students and parents so that behaviour and safety improve and students take more responsibility for their own learning.
3. Ensure that the information gained from regular assessment is used to help students to understand better what they need to do to improve and achieve challenging targets.
4. Curriculum Development
5. Enhance the School's Specialism and widen its impact across the school and in the community.

St Paul's Way Community School Single Integrated Plan

1. Improve the quality of Teaching and Learning to at least good, in order to raise achievement and standards quickly for all students.

Objective	Actions including CPD	Person responsible	Start and finish dates	Resources	Success criteria	Monitoring, Evaluation and Reporting (MER)
<p>1. Raise standards and achievement of all students at KS3 and 4 so that they are in line with National Standards and consistently above National Challenge benchmark standards</p>	<ul style="list-style-type: none"> Develop strategic 'Single Integrated Plan' which is focused on school improvement to secure outcomes so that: <ul style="list-style-type: none"> All students make satisfactory progress from KS2 to 4, and most make good progress, by 2010 Whole school outcomes are consistently above National Challenge benchmark targets by 2010 Significant improvement in numbers of students achieving 5A*-C (E/M), 5A*-C and 5A*-G at KS4 	SLT All staff	May 09 to Aug 10	Single Integrated Plan	5A*-C (E/M) 09 – 33% 10 – 35% 11 – 37% 5A*-C 09 – 40% 10 – 45% 11 – 50% 5A*-G 09 – 85% 10 – 90% 11 – 95%	Ofsted monitoring visits and full inspections Oct 09 and March 2010 RoL data each year Annual update of SEF Report to IEB/ NC Trust e.g. TIG minutes, Exam analysis report.
<p>2. Improve Leadership and Management of Learning and Teaching at Senior and Middle Leader levels within school</p>	<ul style="list-style-type: none"> Appoint Subject Leaders, Subject Drivers and ASTs to lead whole school and subject area developments in L&T Set up new L&T Group (DHT, ASTs, SLs, SDs) to meet half termly to develop whole school strategic focus on classroom practice and addressing Ofsted concerns over pace, challenge and engagement Set up cycle of opportunities for staff to observe good practice at SPW including SLT and ASTs Introduce programme for staff to observe good practice in L&T at other schools Introduce full cycle of Performance Management with L&T at heart of objectives Train staff in Ofsted criteria, lesson observation and 	GP NJ NJ NJ NJ,	For Sept 09 July 09 Jan 10 Sept 09	New staffing structure SIP NSCs SPWCS staff – e.g. ASTs & SLT to take lead in modelling	Subject leadership is focused on L&T. Meeting time has impact on L&T. FIDPs are published annually and updated regularly FIDPs dovetail neatly with SIDP 100% FSEFs are accurate, agree with SLT, LA and Ofsted judgements.	Minutes of subject meetings and L&T meeting LA Reports to IEB/ NC Trust

	<p>giving constructive feedback which is focused on next steps for staff development</p> <ul style="list-style-type: none"> • Ensure that Faculty self-evaluation is accurate and accords with Ofsted judgements so that judgements on L&T are focused on improvement • Create more detailed guidance on leadership of Subject and Faculty Meetings so that focus is on L&T and that they are successful vehicles for CPD • Set up personalised CPD programme for all teaching staff, with focus on those needing to move from 3 to 2 and from 4 to 3 • HoFs to write FIDPs with strategic focus on improving standards and with links to SIDP • HoFs write FSEFs 	SLT HoFs NJ NJ HoFs	July 09 Sept 09 Sept 09 Sept 09 July 09- July 10	good practice St Angela's, Newham – guided observation (with NSC)	FSEFs are focused on next steps and improvement 100% lessons observed are 3 or better by end of Sept 09	
3. Increase understanding of Ofsted criteria for 'good' Learning and Teaching	<ul style="list-style-type: none"> • Build lesson observation cycle into calendar with focus on 'good' Learning and Teaching and linked to Performance Management so that: <ul style="list-style-type: none"> ➢ All staff are observed at least 3 times annually ➢ PM is focused on student outcomes ➢ Feedback is constructive and focused on CPD • Ensure all staff have chance to observe other colleagues • Implement programme of whole school CPD on understanding criteria for 'good' lesson • Consult students on what constitutes a 'good' lesson • Introduce Faculty based opportunities for students to have input into reviews of classroom practice • Develop basic check list of good classroom practice to be followed by all staff • Make Staff Briefing more focused on L&T so that L&T becomes a standing item: <ul style="list-style-type: none"> ➢ Once a week by Sept 09 ➢ Twice a week by Jan 10 	NJ SLT, HoFs AH HoFs	Sept 09 June 09 Sept 09 March 10 Sept 09	SIP	100% of teachers able to assess with accuracy the quality of L&T which takes place in an observed lesson by end of Sept 09 100% of confident to take part in lesson observation cycle by end of Sept 09 50% of teachers to have observed at least one 'good' lesson by Oct 09. 90% by July10. Movement towards 100% of lessons 'good': 09-10 – 65% of lessons observed 'good' 10-11 – 75% 11-12 – 85%	Lesson observation cycle Whole school CPD plan and record
4. Change teaching styles in order to improve student engagement in lessons and increase students' skills at learning independently	<ul style="list-style-type: none"> • Programme of whole school CPD around specific weaknesses including use of technology and active learning strategies <ul style="list-style-type: none"> ➢ Programme of CPD on IWB ➢ Lilac course for teachers to engage students in text and literacy ➢ Programme of CPD to revisit National Strategy pedagogy on starters and plenaries • Use data to set challenging student targets and pitch lessons with appropriate levels of pace and challenge <ul style="list-style-type: none"> ➢ 100% students to have end of year targets written into exercise books/ folders 	NJ ASTs SLs SDs	From June 09	SIP NSCs	Active learning takes up more than 50% of lesson in: 09-10 – 75% of lessons observed 10-11 – 85% 11-12 – 95% Aspirational student target recorded in: 09-10 – 80% of student books 10-11 – 90% of student books	FSEF

	<ul style="list-style-type: none"> ➤ Teachers to make reference to targets weekly and plan lessons according to next steps for student progress • Review schemes of work and grouping arrangements to ensure that groups of students are given sufficient challenge • Keep accurate records of active learning in classrooms across the school and challenge overuse of teacher talk • Develop good practice guide to setting and monitoring homework so that <ul style="list-style-type: none"> ➤ Homework is set in every subject in every year ➤ Planners are used to record homework ➤ Homework is integrated into lesson planning and schemes of work • Involve parents and form tutors in taking learning beyond the classroom • (CF SIP Priority 5 – Specialism) 	NJ SDs			11-12 – 100% of student books Scrutiny of student planners shows that at least 3 pieces of homework are set weekly for: 09-10 – 60% of students 10-11 – 70% of students 11-12 – 80% of students	
5. Exploit fully opportunities for CPD from outside the school	<ul style="list-style-type: none"> • Work closely with LA SIP and Strategy Consultants to develop coherent plans for improving L&T in Faculties • Use City Challenge Adviser to work alongside SLT and LA officers to identify support from Education London • Develop plan for using outside providers and expertise to grow staff including NCSL (e.g. LftM, Leadership Pathways), PDC provision for NQTs, St Angela's, Newham (e.g. Outstanding Teacher Programme, Lilac Programme), and CPD from NS Consultants (e.g. EAL in the Mainstream) 	NJ ASTs	From May 09	CPD budget Internal expertise e.g. new staff induction Programme of CPD at St Angela's, Newham	PM is effective at securing school improvement so that: 09-10 – 80% staff meet PM CPD objectives 10-11 – 90% 11-12 – 100% Staff feel that they have skills to move on Disruption to school days kept to minimum – reduction in supply budget for CPD: 09-10 – 10% 10-11 – further 10% 11-12 – further 10%	PM FSEF Whole staff CPD plan and record
6. Exploit fully opportunities for intervention and enhancement from outside school	<ul style="list-style-type: none"> • Access National Strategy 1:1 Tuition so that: <ul style="list-style-type: none"> ➤ 10% of students in KS3 have access to 1:1 by end of 09-10 ➤ Funding is accessed and staff appointed • Make effective use of provision of intervention teachers from City Challenge for booster/ after school and holiday revision • Put in place intervention strategies targeted to need • Decrease dependency on external sources of intervention so that: <ul style="list-style-type: none"> ➤ Intervention becomes a 'sharper instrument', delivered by colleagues who know and understand the children and have detailed understanding of each child's learning needs ➤ Intervention programmes are an integral part of 	CS NJ DB HoFs	From March 09	Funding for 1:1 from National Strategy and City Challenge NC Trust Partners	Increased numbers of students accessing extra support: 09-10 – TIG group of 70 with 40 accessing outside support 10-11 – TIG group of 80 with 50 accessing outside support 11-12 – TIG group of 80 with 60 accessing outside support	LA authority reviews Evaluations by Trust Partners of how school makes use of enhancements

<p>7. Take steps to accelerate the progress of specific groups within the school community</p>	<p style="text-align: center;">KS3&4 LTPs</p> <ul style="list-style-type: none"> • Write strategic whole school plan for enhancing the learning of students with AEN including G&T <ul style="list-style-type: none"> ➢ Appoint AST with whole school focus on G&T to work with SLs and SDs to develop SoW ➢ G&T lead teacher to work with SDs ➢ Develop culture of top grades in top groups in core subjects ➢ Aim Higher programme • Whole school focus on Literacy in Learning including teaching students with EAL <ul style="list-style-type: none"> ➢ Lilac course ➢ NSC CPD on EAL ➢ EAL subject area to provide whole school ISET • (Cf SIP Priority 4 Curriculum & 5 Specialism) 	<p>ASTs HoF Int Comm s</p>	<p>Sept 09 to July 10</p>	<p>EAL in mainstream training Sept 09 – Dec 09 Pat Simmons 0.5 day per week</p>	<p>All students make good progress: 09-10 – 65% students in identified target groups make 2 levels progress over key stage 10-11 – 75% 11-12 – 80%</p>	<p>Student outcomes</p>
<p>8. Make learning more personalised</p>	<ul style="list-style-type: none"> • Increase use of grouping by ability/ potential within the school in order to recalibrate teachers' understanding of aspirational targets (Cf SIP Priority 4 Curriculum & 5 Specialism) • Tailor curriculum in all subjects to needs of individual classes (Cf SIP Priority 4 Curriculum & 5 Specialism) • Ensure that lesson planning takes into account previous learning and class and individual next steps • Develop skills in questioning in order to support every child's development • Allow students to have specific weaknesses addressed by subject specific intervention tutors who have firm grasp of areas for development 	<p>NJ ASTs HoFs SLs SDs</p>	<p>Sept 09</p>		<p>Teachers able to talk about all students' targets and next steps</p> <p>Faculty targets are widely shared and teachers have shared responsibility for meeting them</p>	
<p>9. Improve the capacity of non-teaching staff to make impact on student progress</p>	<ul style="list-style-type: none"> • Restructure non-teaching staff roles and responsibilities to have focus on student progress • Develop subject TAs and LSAs who are affiliated to Faculties and have role in developing L&T <ul style="list-style-type: none"> ➢ Learning mentors to support exam preparation and independent learning ➢ Subject intervention managers to develop strong knowledge of progression in at KS3&4 and to develop suite of intervention strategies • Train core LSAs who work under leadership of AEN Faculty to support learning of students with AEN • Identify and train non-teaching staff to take on intervention and catch-up roles, especially in core subjects 	<p>GP</p>	<p>June/ July 09</p>		<p>Clear roles and responsibilities</p>	<p>PM</p>
<p>10. Ensure that learning and lines of progression</p>	<ul style="list-style-type: none"> • Review Long Term planning to include opportunities of new NC Orders and ensure progression across both Key Stages • Develop house style for writing of MTPs/ SoWs • Prepare for new KS4 Programmes of Study in 2010 by 	<p>NJ SLs</p>	<p>Developing Sept 09 Embedded Sept 10</p>	<p>NSCs</p>	<p>Work is challenging in lessons as shown by lesson observations</p> <p>MTPs/ SoWs to be written and</p>	<p>Lesson observation cycle</p>

<p>are mapped effectively across KS3 and 4</p>	<p>holding open minded review of syllabus and exam board choice in every subject area</p> <ul style="list-style-type: none"> Fundamental review of schemes of work/ medium term plans to improve pace and challenge in lessons and plan for improved progression rates 				<p>updated annually: 09-10 – Y7, 10 and 11 10-11 – Y8 11-12 – Y9</p>	
<p>11. Use Specialist School Status to drive up standards of L&T within the specialist areas and across the school (Cf SIP Priority 5 Specialism)</p>	<ul style="list-style-type: none"> Write successful bid for redesignation as Specialist Arts College Write strategic plan focused on development of outstanding (Ofsted grade 1) provision in Performing and Visual Arts by 2012 Use Specialist School lead practitioners to take strategic role in developing L&T across the school so that: <ul style="list-style-type: none"> Specialist subjects are ‘Beacon’ areas for development of core school improvement priorities such as Literacy across the curriculum, EAL, active learning and the creation of a positive learning environment All subject areas reflect the school’s Specialist College Status in units of work and in development of a house style for L&T 	<p>DB NJ HoF VPA</p>	<p>Sept 09 Sept 09-12</p>	<p>SSAT funding</p>	<p>Redesignation successful</p> <p>Improvement in number of exhibitions, shows and performances put on by the students for real audiences:</p> <p>09 – 3 art exhibitions 10 – in addition drama production for primary schools and parental audience 11 – in addition music concert linked to parental event</p>	<p>Review of SoW</p> <p>Lesson observations</p> <p>Student surveys</p>
<p>12. Create positive learning environment within context of old building</p>	<ul style="list-style-type: none"> Strategic plan to improve learning environment by reorganising furniture and opening up spaces, rationalising desks/ chairs etc. Repair blinds and lights; regulate use of fans Ensure clear ways of sharing information in class with effective provision of whiteboards, OHPs and IWBs/ data projectors Back all display boards; showcase student work; wash off graffiti; paint walls AST i/c learning environment to take leading role in developing attractive learning environment across the school – esp. in class display Display to be used in school to: <ul style="list-style-type: none"> Celebrate student achievement Display work Develop learning beyond the classroom Set high aspirations Create culture of achievement and success 	<p>SLT HoFs All staff FB LA</p>	<p>June-Sept 09</p>		<p>100% display boards around the school to be fully functioning by July 09</p> <p>June- Sept 09 – display boards in corridors filled and maintained to high standard</p> <p>Display boards in classrooms to link to learning outcomes and AfL</p>	<p>FB to keep records of in class and corridor displays</p> <p>Student survey in June, July and Sept to record improving student ratings of learning environment</p>
<p>13. Use Faculty budgets to make impact on student progress</p>	<ul style="list-style-type: none"> Train HoF to write year on year financial plans to ensure efficient purchasing of resources and financial best practice Develop central fund for strategic development of L&T Develop systems within Faculties for cataloguing stock, preventing unnecessary loss and damage and growing the wealth of subject areas Purchase wide range of high quality, attractive resources which will cater for the needs of different groups of learners including resources for G&T, SEN and EAL 	<p>NJ HoFs</p>	<p>Sept 09</p>		<p>Faculties increase range of stock year on year</p>	<p>Annual submission of Financial Plans</p>

	<p>learners</p> <ul style="list-style-type: none"> • Link purchase of stock to whole school targets on Literacy so that: <ul style="list-style-type: none"> ➢ Students have access to quality text in most lessons ➢ Learning to learn using written material is central to all programmes of study 					
<p>14. Fundamentally revise whole school approach to Literacy across the Curriculum</p>	<ul style="list-style-type: none"> • Develop strategic plan focused on improving quality of teaching of reading, writing, speaking and listening in all subject areas • Audit of reading materials across the school to develop: <ul style="list-style-type: none"> ➢ Wide range of challenging texts for use in all subject areas including texts books appropriately differentiated for ability ➢ High quality printed/ ICT material including work sheets and PowerPoint slides ➢ Increasing use of the Library for book boxes, research and L2L • Audit of writing and speaking opportunities across the school • Programme of whole school CPD relating to good literacy practice including vocabulary, flexible use of key words, structuring writing, connectives, sentence structure, audience and purpose, spelling, reading for information, skimming and scanning, inference and deduction etc. • Integrate EAL teaching methods into mainstream school pedagogy through programme of whole school CPD • (Cf SIP Priority 4 Curriculum & 5 Specialism) 	<p>NJ ASTs HoF English</p>	<p>From Sept 09-June 11</p>		<p>High quality Reading, Writing, Speaking and Listening are central to L&T across the curriculum</p> <p>In work scrutinies, subject areas able to produce books and folders which meet whole school criteria relating to AfL, literacy, presentation and quality of outcomes: 09-10 – 60% of subject areas 10-11 – 75% of subject areas 11-12 – 100% of subject areas</p>	<p>Develop annual cycle of work scrutiny for each year group with focus on Literacy, AfL, presentation and quality of outcomes.</p> <p>Cycle of SoW scrutiny</p>

	<ul style="list-style-type: none"> • Session with SSOs to clarify their roles and responsibilities and identify any CPD needs • Programme of CPD for: <ul style="list-style-type: none"> ○ Staff making phone calls and having meetings with parents ○ Staff on how to manage difficult situations (including use of physical contact) ○ Those used as translators • Proforma in place for phone calls, including requests for phone calls and for meetings with parents <p>Anti Bullying Policy: Consultation with whole school community re Anti Bullying Policy:</p> <ul style="list-style-type: none"> • Meetings with student groups • Consultation with staff group • Initial drafts emailed to whole school staff <ul style="list-style-type: none"> • Anti bullying policy to be introduced next academic year <p>Improving relationships:</p> <ul style="list-style-type: none"> • Action plan to be produced for the introduction of SEAL for Year 7 • Whole staff INSET on SEAL • Planning for SEAL outcomes to be embedded across all year 7 Schemes of work • Mid Phase Admissions Policy to be linked with SEAL outcomes so as to fully integrate new arrivals • Monitor the impact of new arrivals on teaching groups and clearly define how their progress is assessed • Measure the impact of persistent absence on relationships, behaviour and attainment • Restorative Justice model introduced, trial in Year 8 <ul style="list-style-type: none"> • Run in school parenting classes • (Cf SIP Priority 4 Curriculum) 	<p>HL LMQ</p> <p>HL SD WLD HOFs</p> <p>HSL</p>	<p>By Sept 09</p> <p>July 09</p> <p>March – July 09</p> <p>Sep 09</p> <p>May 09</p> <p>June 17th June 09 – Oct 09 June 09 – Oct 09</p> <p>July 09 – Oct 09</p> <p>July 09 – Oct 09 Sep 09</p> <p>May 09</p>	<p>LA BST</p> <p>LA BST LMQ</p> <p>LA BST LMQ</p> <p>LA BST</p> <p>LA BST</p> <p>LA BST LMQ/ Learning Mentors</p> <p>LA BST HK</p>	<p>Consistent approach to out of class behaviour. SSOs feel confident in responding to a range of behaviours.</p> <p>Protocol in place.</p> <p>Students feel safe in school and all members of the school community have a clear understanding of how to respond to incidents of bullying.</p> <p>SEAL curriculum in place for Year 7 and reinforced across the school. Improved relationships between students and staff and students.</p> <p>Systems for resolution between students and staff and students in place. Improved relationships with parents of vulnerable students</p>	<p>SLT/Dep Head tracking of faculty responses to behaviour and SSO data. Cycle of classroom observation.</p> <p>Regular consultation with members of whole school community</p> <p>Annual review of Policy Individual student tracking system. Regular consultation with members of whole school community</p> <p>Year 7 surveys</p> <p>SLT analysis of data.</p>
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	<p>on teaching groups and clearly define how their progress is assessed</p> <ul style="list-style-type: none"> • Introduce system to measure the impact of persistent absence on relationships, behaviour and attainment • Transition project in place • IAG programme in place for all year groups • Healthy Schools plan to be produced • (Cf SIP Priority 4 Curriculum & 5 Specialism) 	<p>SP</p> <p>HL WLD AWA</p> <p>KS3 mgr</p>		<p>LA AWS NStategies RA LA BST</p>	<p>Appropriate interventions for excluded students,% decrease in number of repeat exclusions.</p> <p>Improved outcomes for vulnerable groups of students as evidenced by attainment and behaviour and attendance data</p>	
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St Paul's Way Community School Single Integrated Plan

3. Ensure that the information gained from regular assessment is used to help students to understand better what they need to do to improve and achieve challenging targets.

Objective	Actions including CPD	Person responsible	Start and finish dates	Resources	Success criteria	MER
<p>1. Set aspirational targets for all students using baseline and predictive data</p>	<ul style="list-style-type: none"> Map forward 2 levels progress at KS3 and 4 as baseline target for all students in all subjects Use FFT (D) to help inform process Use analysis from RAISEOnline to help inform target setting process Make targets available to all teachers at start of school year to inform curriculum planning Teachers to share targets with students Develop programme of CPD focused on improving teachers' ability to contribute to the target setting process Develop challenging Faculty and whole school targets from robust knowledge and understanding of true potential of individual students and cohorts Develop shared language on how tracking is done so that all staff have same basic methods and can explain processes to students clearly 	<p>NJ DB</p> <p>DB</p> <p>All</p> <p>NJ</p> <p>NJ/ HoF s</p>	<p>Sept 09 – July 10</p>	<p>RoL FFT</p> <p>City Challenge Project Manager</p> <p>SIP</p>	<p>All teachers and students aware of current level/ grade and target level/ grade.</p> <p>Students and teachers increasingly aware of how to improve: 09 – 60% students know target in all subjects and are able to explain what they need to do to improve 10 – 70% 11 – 80%</p>	<p>Lesson observation and PM cycle – key criteria</p> <p>Targets approved by IEB/ NC Trust</p>
<p>2. Develop annual cycle of whole school periodic assessment which is focused on effective monitoring of challenging student progress</p>	<ul style="list-style-type: none"> Write calendar detailing rhythm of school year which maps out a coherent, logical programme for : <ul style="list-style-type: none"> a. termly assessment inputs for each student in each subject b. public exams c. mocks and formal internal tests d. assemblies which are focused on student progress and key times in the school year e. parents' evenings f. reports Ensure that Faculty Long Term Plans include assessment opportunities to fit in with calendar Set up Achievement and Standards meeting with DHT, 	<p>NJ</p> <p>DB</p>	<p>For early July 09 to inform planning 09-10</p>	<p>Students, parents and teachers aware of milestones in short and medium term</p> <p>Foundations laid for excellent preparation for final exams so that students reach target grades: 09 – 80% 10 – 90% 11 – 100%</p> <p>SEF is accurate about progress towards targets</p>	<p>Minutes of Achievement and Standards meeting</p> <p>IEB/ NC Trust through TIG meeting</p>	

targets	<p>DoL, HoFs and KSLs to:</p> <ul style="list-style-type: none"> ○ Ensure half-termly analysis of student progress data to set targets and monitor progress ○ Identify underachievement at all levels ○ Provide robust challenge to underachievement of any kind ○ Set up and coordinate effective intervention programmes which will have impact on student progress ○ Plan to make excellent use of all sources of intervention and support <ul style="list-style-type: none"> ● Develop suite of training for HoFs to ensure that Faculty Meetings make impact on Student Progress 	CS NJ		Support from LA, EL, NC	SLT can accurately assess current levels of progress	
3. Develop systems to provide effective intervention and support where students are underachieving at KS4	<ul style="list-style-type: none"> ● Early identification of groups of 'key marginal students' at KS4 ● Provide personalised programme of support for students at risk of missing 5A*-C (E/M) target ● TIG activities to provide personalised interventions which have real impact on student progress ● HoFs to target individuals within subject areas for specialist support on subject specific areas of weakness ● Y11 intervention to begin in June of Y10 and run right through mock exams until GCSEs begin ● Use baseline data from KS3 to identify and monitor TIG group at start of Y10 	DB KS M HoFs	From June to May each year starting June 09	1:1 tuition City Challenge support NS Consultants	Resources available from within and outside school are used efficiently to make real impact on student progress	Tracking of student performance data to establish whether intervention is having impact on progress
4. Develop systems to provide effective intervention and support where students are underachieving at KS3	<ul style="list-style-type: none"> ● Early identification of groups of 'key marginal students' at KS3 ● Personalised support for students who arrive in Y7 below L3 in English (e.g. Literacy Plus programme) ● KS3 Manager to lead HoYs and FTs to monitor student progress and lead interventions where appropriate ● Ensure behaviour support, EAL, DSB and AEN teams are focused on student progress and that all interventions are focused on achievement of whole school targets 	DB KS M	From Nov 09	1:1 tuition	Resources available from within and outside school are used efficiently to make real impact on student progress	Tracking of progress data
5. Ensure that in class assessment is for learning and is focused on next steps	<ul style="list-style-type: none"> ● Develop whole school assessment policy detailing procedures for: <ul style="list-style-type: none"> a. assessment data collection dates b. public and internal exams c. use of student baseline data d. target setting and review e. mapping progress towards targets ● All Faculties to have assessment policy detailing procedures for: <ul style="list-style-type: none"> a. marking of books, folders and homework b. best work/ key task folders 	NJ DB SM HoFs	Sept 09	SIP NS Consultants	<p>Student work has regular written diagnostic feedback from teachers which includes next steps</p> <p>Lesson planning is informed by knowledge of student progress so that: 09 – 50% lessons observed have L.O. integrally linked to recent assessment 10 – 60%</p>	<p>Regular whole school and departmental work scrutiny to focus on assessment</p> <p>Lesson observation cycles to focus on objective led L&T and development</p>

	<ul style="list-style-type: none"> c. marking for literacy d. recording of marks and homework e. recording of individual targets and next steps • All Faculties to plan for periodic assessment tasks which follow calendar of whole school assessments • Subject area CPD on lines of progression to ensure that SoWs are designed to build progression across a unit and a Key Stage • Use CPD to improve understanding of objective led learning and teaching • Ensure that whole classes and individuals are aware of next steps and know how to improve • Ensure that students have opportunities for peer assessment • Ensure that books and folders of work are marked thoroughly so that: <ul style="list-style-type: none"> ➢ Best work has formal assessment sheet, next step and level/ grade ➢ Work is marked for literacy using common criteria ➢ Formative assessment includes next steps which are appropriate for movement to the next level ➢ Worksheets are stuck in and books and folders are well organised ➢ Level criteria and AfL comments are included in students' books ➢ Incomplete work is challenged ➢ Students are praised and rewarded for high quality outcomes 				11 – 70%	of next steps for students
6. Ensure whole process around entry and taking of public exams is sharply focused on maximising student achievement	<ul style="list-style-type: none"> • Develop robust systems for maximising entry and accurate tiering of students for public exams • Ensure the processes for conduct and execution of public exams meets and exceeds statutory requirements and is conducive to excellent student performance 	NJ	May 09		100% exams run according to school policy by 2010	Student feedback
7. Develop Performance Management cycle for staff which is focused on student progress	<ul style="list-style-type: none"> • Set up performance management cycle for staff with annual review of targets, identification of CPD needs, mid year review and supportive programme of lesson observation • All PM targets to include responsibility for student progress and to be linked to Faculty and whole school student progress targets 	NJ	Sept 09		Results improve rapidly in line with SIDP targets	PM review documents Review PM policy annually

8. Develop students' and teachers' understanding of assessment using APP units and peer assessment	<ul style="list-style-type: none"> Core subjects to use APP systems as part of package of assessment available to teachers at KS3 APP procedures to be carried out on key task folders and to help inform reporting of student progress Foundation subjects to access materials as they come on line 	NJ NSC s	Developin g Sept 09 Embedded Sept 10	NS consultants and SLD meetings	Increasing numbers of students at KS3 making good progress	LM meetings
9. Ensure student grouping practice reflects National Challenge objectives and increases personalisation of learning across the curriculum (Cf SIP Priority 4 – Curriculum)	<ul style="list-style-type: none"> Tutor groups no longer to be used as teaching groups HoFs to construct student groups with strategic focus on whole school results HoFs to make use of student data and teachers' knowledge of individual students to create groups of learners with central focus on core grade/ level borderlines Grouping to be informed largely by ability/ potential Support staff to be allocated to groups of children with specific needs (e.g. C/D borderline, AEN etc.) HoFs to ensure that staffing reflects school development priorities and individual teachers' CPD needs 	NJ DB	Core subjects Sept 09 Rest of school Sept 10		More students making good progress More students hitting target grades National Challenge benchmark targets met by 2010	Review of teaching groups for 09-10 in July 09 Analysis of impact Sept 10
10. Use analysis of exam results to inform future planning	<ul style="list-style-type: none"> HoFs to write exam analysis focused on grade distribution, performance of individual groups (e.g. by gender, ethnicity, AEN etc.) and progress against National Challenge and whole school targets Whole school exam analysis to focus on next steps for curriculum design, intervention programme and grouping strategy Subject areas to analyse marked scripts to inform future planning Use RoL data to review performance and inform and set new targets 	NJ DB HoF s SLs	Sept 09		Analysis is accurate and supports effective self-evaluation and school improvement planning	PM for all staff Exam results

St Paul's Way Community School Single Integrated Plan

4. Curriculum Development

Objective	Actions including CPD	Person responsible	Start and finish dates	Resources	Success criteria	MER
1. Develop a new science specialism within the school using Faraday methodology in order to raise achievement and engage all students within the science curriculum.	<ul style="list-style-type: none"> ○ Instigate a Faraday Steering group to guide development planning for the new Faraday Specialism. 	PRI/JOH	Sept 2009 onwards	Staff time. Departmental Capitation. Staffing costs.	Steering group formed. Faraday Specialism Action Plan written.	IEB Meetings SIP
	<ul style="list-style-type: none"> ○ Ensure staffing structure is in place to support the new specialism. This to include a Director of Learning, Head of Faculty, Subject Leader, Driver and Advanced Skills Teacher. 	PRI/IEB	Sept – Jan 2009		Appointments made. Post holders in place.	IEB/SLT Meetings
	<ul style="list-style-type: none"> ○ Ensure extended periods of science study within the core curriculum timetable for 2009/10 increasing these periods over time. 	BRO/Ma C	Sept 2009 Sept 2009 onwards		Double lessons of Science timetabled for Sept 2009 – increasing to whole afternoons/mornings in 2010	SLT Meetings
	<ul style="list-style-type: none"> ○ Review Schemes of work/Units of Study to ensure that they are engaging, accessible and make appropriate use of Faraday methodology 	D of L Faraday/H OF Sci/SD Sci/AST Sci	Sept 2009- July 2010		Schemes of work reviewed and adapted as appropriate. 33% complete by end of Autumn Term, 66% by end of spring term and 100% by end of summer term.	SLT/Line Management/Faculty Meetings
2. Put best literacy practice at the centre of the curriculum.	<ul style="list-style-type: none"> ○ Ensure that all schemes of work provide opportunities for students to develop their reading and extended writing skills. ○ Review Schemes of Work to include language enrichment including opportunities for development of vocabulary, access to different types of texts, learning to learn, revision skills and writing and speaking for different audiences and purposes. ○ (Cf SIP Priority 1 Teaching and Learning & 5 Specialism) 	JOH D of L HOFs SLs	KS3 Sept 2009- July 2010	Staff time. CPD/Training costs.	Schemes of work reviewed and opportunities in place. 33% reviewed by end of Autumn Term, 66% by end of Spring Term and 100% by end of Summer Term. Increase in % of students achieving Level 5+ in English at end of KS3 to at least 2009 - 65%	Faculty Meetings Lesson Observations/Monitoring Cycle demonstrates increase in use of literacy, reading; extend writing and racy across the curriculum.

					2010 - 67% 2011 - 69%	
3. To ensure that the most able students are well catered for and have a broad and challenging curriculum.	<ul style="list-style-type: none"> ○ Introduce BTEC First Certificate and Diploma Courses in Business Studies. ○ Introduce BTEC Diploma Courses in Art & Design and Performing Arts. (Cf SIP Priority 5 Specialism) ○ Identified a cohort of Triple Science students who begin their studies for these GCSE during the summer term of Yr. 9 ○ Identify a cohort of Mathematics Students for fast track entry in the GCSE. ○ Arrange student groupings for the KS4 core curriculum to provide appropriate opportunities to stretch the most able, provide appropriate intervention for students on the borderline and support the least able. ○ Identify a cohort of Visual and Performing Arts Students for fast track entry GCSE/BTEC Courses. (Cf SIP Priority 5 Specialism) 	JOH D of L VPA HOF VPA HOF Maths, ICT and Business.	Sept 2009 Sept 2009 2009- 10 2010- 2011	CPD Costs Staff time.	<p>BTEC Business/Art & Design/Performing Arts offered. Cohort identified. At least one group of BTEC Art/Performing Arts timetabled for KS4 study in 2009.</p> <p>100% of students (not on support track) follow a programme of study in either Business Studies or ICT from Sept 2009.</p> <p>Approx 30 Students begin studies for Triple Science in summer term of Yr. 9</p> <p>Students identified and entered for GCSE Mathematics in Yr.10</p> <p>100% students at KS4 and in other year groups as appropriate grouped in the core subjects based on ability.</p> <p>A group of at least 15 VPA Students identified and early entry cohort begins study for GCSE/BTEC in summer term of Yr.9.</p>	SLT Meetings Line Management Meetings Faculty Meetings.
4. Integrate functional skills fully into the core curriculum entitlement.	<ul style="list-style-type: none"> ○ Ensure training of appropriate staff in functional skills for Maths, ICT and English. ○ Review core-curriculum schemes of work to ensure that functional skills criteria are met. ○ Implement delivery of functional skills curriculum. 	JOH D of L Faraday HOF English, Maths and Science SL	Jan- Dec 2009 Sept 2009- July 2010 Sept 2010	CPD Costs. Staff time.	<p>Training takes place. Appropriate staff lead identified.</p> <p>Review takes place. Schemes of work adapted.</p> <p>Schemes of work reviewed and opportunities in place. 33% reviewed by end of Autumn Term, 66% by end of Spring Term and 100% by end of Summer Term.</p> <p>Increase in % of students</p>	SLT Meetings Line Management Meetings Faculty Meetings. Termly/End of KS3 Data Analysis reports.

					<p>achieving Level 5+ in English at end of KS3 to:</p> <p>2009 - 65% 2010 - 67% 2011 - 69%</p> <p>Increase in % of students achieving Level 5+ in Mathematics to:</p> <p>2009 – 70% 2010 – 72% 2011 - 74%</p> <p>Increase in % of students achieving in Level 5+ in ICT to:</p> <p>2009 – 63% 2010 – 65% 2011 – 67%</p> <p>Functional skills curriculum embedded in core-subject practice.</p>	
<p>5. Enhance current IAG practices to provide effective support for students at both KS3 & 4 broadening students' awareness of opportunities available to them.</p>	<ul style="list-style-type: none"> ○ Work with the local authority to develop a 2 Year action plan for the development of Information, Advice and Guidance practices at the school. ○ Begin process for achieving 'Investors in Careers Status' ○ Guide students down appropriate learning pathways at KS4 using prior attainment data to inform guidance. ○ Hold a KS4 Transition Fair at the school inviting all local post-16 providers to attend. ○ Conduct a KS5 Study survey to ascertain students' intentions post 16. Analyse this to ensure that those students in need of additional guidance receive targeted support. 	<p>D of L Learning Comm Aim Higher/G &T Lead Teacher</p> <p>BRO HOF VPA</p>	<p>March - July 2009</p> <p>March 2009</p> <p>April 2009 and on-going Sept 2009</p> <p>Dec 2009</p>	<p>CPD Costs. Staff time. Specialist Funding (approx £2000)</p> <p>NC Trust Partners/ IEB</p>	<p>2 Year Action Plan written and informing developments in IAG practice.</p> <p>Initial commitment to IiC status achieved by December 2009. Full IiC Accreditation achieved by Sept 2010.</p> <p>Pathways process in place by April 2009. Student choice for KS4 study guided by prior attainment data.</p> <p>Transition Fair takes place. Attended by at least 75% of Yr.11 Students and their parents.</p> <p>Survey carried out and data analysed. Students offered additional guidance. 80% of this group of students identify choices for KS5.</p>	<p>SLT Meeting IEB Meetings SIP Specialist Steering Group.</p> <p>Use NC Trust Partners/ IEB to support provision and evaluation.</p>

	<ul style="list-style-type: none"> Continue to offer 'Creative Careers Days' through the school specialism targeting students at both KS3 and 4 with aptitude in the creative subjects. (Cf SIP Priority 5 Specialism) 		March 2010		2x Creative Careers Days offered to students. Ensure at least 85% of students offered opportunity attend. Analyse impact of offer of final student choice at KS4/5	
6. To ensure appropriate programmes for access for all.	<ul style="list-style-type: none"> KS3/4 Manager to identify as part of the student options process those learners who would benefit from access to the Increasing Flexibility and Engagement programmes and work with the local partnership consortium – The Hub – to ensure access for these students. Offer COPE course to identified students in Yr. 10 and 11. Offer a 'Support' Pathway at KS4 for those students most in need of support. Ensure, where appropriate, early entry and/or fast track opportunities for students particularly in the core subjects of English, Maths and Science and in the Specialist Subjects. (Cf SIP Priority 5 Specialism) 	LOV – ILY/SAM JOH HOF Core Subjects HOF VPA	Jan 2010 Sept 2009 March 2009 April 2009 and on-going	Staff Time. Engagement Programme/ IFP associated costs. CPD Costs.	Students identified and appropriate courses offered. Student uptake of courses. CoPE course offered and cohort identified. Support pathway developed. Students' data analysed to identify student for whom pathway is appropriate and take up pathway at KS4. Opportunities for fast track early entry exist in: With at least one group of Science students in 2009 With at least one group of Maths students in 2009 With at least one Group of English students in 2010 With at least one Group of Visual and Performing Arts students 2011	SLT Meetings Year Inclusion Meetings
7. To developed a project-based learning approach for delicate learners in Yr.	<ul style="list-style-type: none"> Identify a cohort of 'delicate' Yr. 7 Learners who would benefit from a project-based integrated curriculum approach to their learning in Yr.7 Employ a 'specialist' Yr. 6 Teacher to deliver this integrated curriculum to this group of delicate learners. Support this process through the development of transition units in the Visual Arts. (Cf SIP Priority 5 Specialism) 	PRI LOV JOH BRO/D of L VPA	April 2010 June 2010- Nov 2011	Advertisem ent costs. Staffing Costs. Staff time. Specialist funding (Approx £2000)	Group identified based on prior attainment and other pertinent information. Specialist teacher in post. Integrated curriculum offered to this group with approx 65% of their time taught through this model. Transition units developed in conjunction with Specialist Arts Staff from SPW and primary colleagues. Unit offered to Yr. 6 students at a minimum 50% of partner primary schools and continued into Yr. 7. At least 5% increase in student	IEB Meetings SLT Meetings Specialist Steering Group KS3 Line Management Meetings.

					attainment reported at the end of the autumn term in Yr. 7 when compared to the previous year.	
8. To develop a programme of project based cross-curricular arts opportunities to ensure that the specialism continues to help in raising standards.	<ul style="list-style-type: none"> ○ Ensure that each of the core subjects benefits from a cross-curricular opportunity to work with the specialist subject areas and/or a visiting Artist in Residence and that the impact of this work on standards in the core subject is measured. (Cf SIP Priority 5 – Specialism) ○ Based on identified need, provide cross-curricular support through the specialism, initially to those departments most in need of support in raising standards. (Cf SIP Priority 5 – Specialism) 	BRO HOF VPA HOF Core Curriculum	Sept 2009- July 2010 and ongoing. Sept 2010 – July 2011	Specialist Funding (approx £5000)	<p>Core Subjects offered cross-curricular specialist opportunity.</p> <p>One opportunity offered in English – Autumn Term One opportunity offered to Maths – Spring Term One opportunity offered to Science – Term</p> <p>Core departments report increase in attainment of students who benefit from specialist opportunity.</p> <p>Additional cross curricular ‘arts’ opportunities offered to subjects based on identified need.</p>	Specialist Steering Group. Faculty Meetings. SLT Meetings.
9. To develop an integrated humanities curriculum at KS3.	<ul style="list-style-type: none"> ○ Offer a project-based integrated Humanities curriculum to students at KS3. ○ Review Schemes of Work to ensure that the integrated curriculum is in place. ○ Review impact of integrated humanities curriculum through student survey and analysis of attainment data. 	JOH HOF	Sept 2009 (Yr.7) Sept 2010 (Yr.8) Sept 2011 (Yr.9)	Staff Time CPD Costs.	<p>Curriculum developed and imbedded in humanities practice.</p> <p>Yr.7 integrated curriculum 100% developed by July 2009 Yr. 8 Integrated curriculum 100% developed by July 2010 Yr. 9 Integrated curriculum 100% developed by July 2011 Student Survey takes place. Findings analysed and shared with at least 80% of students identifying positive experience of integrated curriculum. Outcomes used to inform further developments.</p>	SLT Meetings Faculty Meetings
10. Broaden the specialist curriculum. (Cf SIP Priority 5 Specialism)	<ul style="list-style-type: none"> ○ Introduce Performing Arts (BTEC) ○ Introduce GCSE Music/Performing Arts (Music) ○ Introduce GCSE Dance 	JOH BRO HOF VPA SL PA	Sept 2009 Sept 2010 Sept 2010	CPD Costs. Possible resourcing costs.	<p>Courses offered as part of options process.</p> <p>One group of at least 15 students take up each course in each year.</p> <p>Cohort of students identified through pathways process and guided towards ‘arts’ pathway.</p>	Line Management Meetings Faculty Meetings

	<ul style="list-style-type: none"> ○ Introduce BTEC Music Technology 		Sept 2011			
11. To respond effectively to student aspiration and work place opportunities through the introduction of relevant courses.	<ul style="list-style-type: none"> ○ Offer Diplomas as part of the KS4 Options process ○ Offer BTEC Business Studies (Cf Objective 3) ○ In preparation for the offer of Land Based and Environmental Studies Diploma for 2010, develop a KS3 'Green Team' Scheme to create a potential cohort from which to recruit. ○ Identify students interested in Diploma study at KS4 and offer a range of 'Diploma' taster sessions in conjunction with local TH partnership 'The Hub' ○ Develop offer of Land Based and Environment Studies diploma as the lead school for this offer in Tower Hamlets.(2010/11) 	JOH BRO D of L Faraday HOF	March 2009 Sept 2009 Sept 2009 Feb-March 2010 Sept 2011		<p>Diplomas offered. Cohort of students take up study in at least one diploma area.</p> <p>Course offered at both Certificate and Diploma Levels and 100% of students apart from those on 'support' pathway follow these courses.</p> <p>'Green Team' exists and take part in extra-curricular activities around this curriculum area.</p> <p>Students identified. Taster sessions offered. Possible uptake/interest in Diploma study identified.</p> <p>Course developed. Cohort identified. One group of at least 10 students follow LBE pathway.</p>	SLT Meetings Faculty Meetings LA SIP
12. To develop, in partnership, post-16 provision linked to our specialisms.	<ul style="list-style-type: none"> ○ Consortium Partners identified and steering group constituted. ○ Post 16 Offer action plan written in conjunction with partners. ○ Post 16 course researched by lead specialist areas. ○ Identify cohort of KS4 students, particularly from the specialist areas and target for recruitment to post-16 offer. ○ Offer post-16 provision to KS4 students for uptake in September 2010. 	PRI JOH	Sept 2009– Jan 2010 Jan 2010 to Dec 2010 Oct-Nov 2010 Nov 2010- Dec 2010 Feb 2011	CPD Staff Time Advertising costs.	<p>Partners identified and partnership protocols drawn up and agreed.</p> <p>Action plan and in place.</p> <p>Viable student uptake of post-16 offer.</p> <p>85% of targeted students continue post-16 studies within the consortium.</p>	LA IEB SIP SLT Meetings

<p>13. To develop students independent learning skills.</p>	<ul style="list-style-type: none"> ○ Formulate a plan to introduce the VLE in line with LA programme. ○ Staff Development opportunities in how to maximise the use of the VLE offer to teaching staff. ○ VLE launched to all students. ○ Usage of VLE by students and staff monitored and analysed termly. ○ Identify students learning styles, providing information to staff enabling these to be linked to range of teaching and learning opportunities. ○ Review usage of LRC and develop cross-curricular independent research opportunities for students. ○ Review and adapt PSHE curriculum to ensure teaching for independent learning. 	<p>JOH</p> <p>ILY/SAM</p> <p>BRO/Data Manager/JOH</p> <p>ILY/SAM</p> <p>JOH/CON</p> <p>HOF/SL PSHE</p>	<p>Jan 2010</p> <p>April 2010</p> <p>Sept 2010</p> <p>Dec 2010 on-going.</p> <p>Sept 2009</p> <p>Oct 2009</p> <p>July 2009</p>	<p>CPD Software costs.</p>	<p>Plan in place.</p> <p>Staff development offered and impact on T&L evident in school monitoring cycles.</p> <p>Increasing usage of VLE across all curriculum areas academic year.</p> <p>Range of student learning styles taken into account in lesson planning.</p> <p>Improvement in quality of lessons.</p> <p>Audit of cross curricular opportunities produced and disseminated.</p> <p>Wider range teaching for independent learning evident in PSHE curriculum. E.g. Mind Mapping.</p>	<p>Monitoring of Teaching and Learning- Lesson Observation Cycle, LA review, Work Sampling etc.</p> <p>Faculty Meetings SLT Meetings</p>
<p>14. To ensure targeted support in order to help all learners' access the curriculum.</p>	<ul style="list-style-type: none"> ○ Cf SIP Priority 1 – Objectives 6, 7 & 8 ○ Cf SIP Priority 2 – Objectives 3,4,5 & 9 					
<p>15. Embed SEAL within the core and extended curriculum.</p>	<ul style="list-style-type: none"> ○ Cf SIP Priority 2 – Objective 1 					
<p>16. To provide an extended curriculum which both broadens horizons and reinforces learning.</p>	<ul style="list-style-type: none"> ● Bid for additional funding from TDA for extended schools activities. ● Plan for extending provisions for "disadvantaged" students. Including students on FSM, LAC, SEN etc. ● Year 9 leadership residential to Wales. 	<p>SW HL KSM DB</p>	<p>May-June 2009</p> <p>Sept – Dec 2009</p>	<p>TDA Funding – Approx £55,000) Staff Time Residential Costs</p>	<p>Bid Successful and funding achieved.</p> <p>Plans for provision hit on all disadvantaged groups. Uptake of provision analysed to ensure coverage.</p> <p>Residential takes place. A team</p>	<p>IEB SLT Meetings LM Meetings.</p>

	<ul style="list-style-type: none"> • Year 7 transition residentials for all of the new Yr 7 • Work in Partnership with Urban Adventure Centre to develop an activity based extended curriculum re: mountain biking, canoeing, orienteering, archery • Work in Partnership with The Exploration Observatory design and build your own shelter • Extend Arts Curriculum by working in Partnership Big Foot Drama Co (Cf SIP Priority 5 Specialism) • Extend Arts Curriculum by working in Partnership with The London School Capoeira – dance organisation (Cf SIP Priority 5 Specialism) • Work in partnership with Bikeworks to promote active and healthy lifestyles - build and maintain your own mountain bike • Develop plans to extend the curriculum further. 		Jan- July 2010		<p>of at least 12 Young Leaders is developed. 100% of Tutor Groups in Yr. 7 offered residential with at least 75% of the Yr. Group attending. 100% of Evaluations positive.</p> <p>All partnership activities evaluated through triangulated approach. Evaluations positive and partnership continued.</p> <p>Additional Action Plans written.</p>	
<p>17. To ensure that the curriculum reflects the schools multi-cultural identity and provides opportunities to gain and understanding of local, national and global issues.</p>	<ul style="list-style-type: none"> ○ Review Schemes of Work to ensure and map opportunities to explore our multi-cultural society and to understand local, national and global issues. ○ Departmental mini action plans written to develop these opportunities within the curriculum and schemes enhanced accordingly. ○ Investigate possibility of curriculum ‘drop’ day to explore identified global issues. ○ Link to revised KS3 Curriculum. ○ Cf SIP Priority 4 – Objective 9 ○ Cf – SIP Priority 5– Community Plan 	JOH/HOF /SL	Oct 2009 Nov 2009. Yr.7 – Aut09 Yr8/9 Spr09 KS4 Su09	Staff time	<p>100% of schemes of work reviewed by deadline.</p> <p>100% of Dept/Faculty Action plans written by deadline.</p>	<p>SLT Meetings Line Management Meetings Faculty Meetings.</p>

5. Enhance the School's Specialism and widen its impact on the school.

Targets based on prior attainment are:

(Please note that there is no target indicated for Performing Arts for 2010 as there will be no cohort due to complete examination in this subject during this period).

Specialist Subjects	GCSE & equivalent (aggregated performance)	2009	2010	2011
Art & Design	% achieving A*-C	87%	90%	93%
	Average point score	44.2	45.5	46.2
Drama	% achieving A*-C	67%	70%	72%
	Average point score	39.8	40.5	41.3
Performing Arts	% achieving A*-C	37%	N/A ⁱ	40%
	Average point score	37.5	N/A	41.3
Whole School	5A*-C	40%	45%	50%
	5A*-C (Including English and Maths)	33%	35%	37%
KS3				
Art & Design	Level 5+	28%	30%	32%
	Level 6+	51%	53%	55%
	Level 7+	18%	19%	20%
Drama	Level 5+	23%	25%	27%
	Level 6+	65%	66%	67%
	Level 7+	3%	5%	7%

*Music	Level 5+	39%	41%	43%
	Level 6+	3%	5%	7%
	Level 7+	1%	2%	3%

The Specialist Subjects

1. Broaden curriculum opportunities in the Specialist subjects.	Actions including CPD	Person responsible	Start and finish dates	Resources	Success criteria (for attainment criteria see separate target sheet)	MER
Year 1:						
Art & Design:						
<ul style="list-style-type: none"> Implement BTEC Art & Design offer to students, adding this course to the range of opportunities already offered in Art & Design. 		HOF/SL A&D	Sept 09 – Ongoing	CPD Budget, Dept Capitation	Staff trained. Course in place with identified cohort.	SLT Meetings Line Management Meetings
<ul style="list-style-type: none"> Develop Units of Work on Animation using ICT technology, including Stop-Motion Pro in conjunction with Animation Professional. 		HOF/SL A&D	Jan 2010	Specialist Funding (approx £1000)	At least one group of 15 students study at KS4 2009-10 Unit of work developed.	Faculty Meetings Work Sampling
Drama:						
<ul style="list-style-type: none"> Implement BTEC Drama/Performing Arts course offer to students in addition to traditional KS4 offer. Develop units of work on 'Stage Management' Provide an Actor(s) in residence offer to students in each Yr. Group at KS3 		HOF/SL EA	Sept 09 – Ongoing	CPD Budget, Dept Capitation. Specialist funding. (approx £1000)	Staff trained. Course in place with identified cohort. At least one group of 15 Students follow this course at KS4 in 2009-10 Unit of Work Developed. Opportunity offered residency takes place	SLT Meetings Line Management Meetings Faculty Meetings Steering Group.
Music:						
<ul style="list-style-type: none"> New KS4 offer for Music possible GCSE or BTEC Music Technology and Performance Course and offer for take up in Yr. 9 Options process Offer 'KS4' Music Taster sessions to G&T students to improve take up of this subject at KS4 Provide 1 'musician' in residency programme for students in Yr 8 based around Music technology. 		HOF/SL EA	Sept 09 Feb-March 2010 May-June 2010	Staff time Specialist Funding (approx £1000)	Course identified and offered. Uptake amongst Yr.9 resulting in one group of at least 12-15 students following this course for study at KS4. Sessions devised and offered to students. Sessions take place Uptake by at least 33% of cohort. Opportunity offered. Residency takes	Line Management Meetings Faculty Meetings

					place.	
Year 2:						
Art & Design						
<ul style="list-style-type: none"> Expand BTEC offer to include opportunities at both Certificate and Diploma level. (Cf SIP Priority 4) Offer early entry opportunity to students in Yr. 9 (Cf SIP Priority 4) Implement courses at entry level/level 1 to ensure all students are able to follow an art based course which is suitable to them. Develop units of work on Film Making for KS4 Photography Students 	HOF/SL A&D	<p>Sept 2010</p> <p>Sept 2010 Sept 2010</p> <p>Jan 2011</p>	<p>CPD Dept Capitation Specialist Funding (approx £1200)</p>	<p>Opportunities exist at least one group of KS4 students following both courses at KS4</p> <p>Offer made, early entry group identified and taking course.</p> <p>Unit of work offered. Film making knowledge , understanding developed.</p> <p>75% of Student Evaluations positive.</p> <p>HOF reports raised levels of attainment for participants.</p>	<p>Steering Group Line Management Meetings. Data Analysis KS3 Options Process</p>	
Drama						
<ul style="list-style-type: none"> Expand BTEC offer to include opportunities at both Certificate and Diploma level. (Cf SIP Priority 4) Develop additional units of work on Costume Design and Lighting Design Provide an additional actor in residency programme to KS4 Students focused on 'Acting Techniques' develop skills for final 'performance' examination Investigate implementation of Level 1/Entry Level courses 	HOF/SL EA	<p>Sept 2010</p> <p>Jan 2011</p> <p>Feb-March 2011</p> <p>March 2011</p>	<p>Dept Capitation Staff time Specialist Funding (approx £1500)</p>	<p>Courses at different levels offered at least one group following each course at KS4.</p> <p>Units of work on Costume/Lighting Design offered.</p> <p>Student KUS developed. SL PA reports raised levels of student attainment.</p> <p>Residency in place. KS4 students work with Actor 75% of student evaluations positive.</p> <p>Evaluation of students 'understanding' of performance skill shows improvement for at least 75% of participants.</p>	<p>Steering Group Line Management Meetings. Data Analysis KS3 Options Process</p>	

<p>Music</p> <ul style="list-style-type: none"> • Implement new KS4 Course either BTEC Performing Arts(Music)/GCSE Music (Cf SIP Priority 4) • Develop additional KS3 Units of Work on Music Technology • Provide an additional ‘musician’ in residency programme for students in Yr. 7&8 focused on ‘Composition’ • Investigate offer of level 1/Entry level qualifications (Cf SIP Priority 4) 	<p>HOF/SL EA</p>	<p>Sept 2010 Jan 2011 May 2011 March 2011</p>	<p>Dept Capitation CPD Budget Staff time Specialist Funding (approx £1500)</p>	<p>Course implemented. Cohort take up course. Minimum one group of at least 12-15 Students.</p> <p>KS3 Music Technology unit studied with Subject Leader PA reporting increased levels of attainment.</p> <p>Residency in place. Yr.7&8 Students work with Musician in residency. 75% of student evaluations positive.</p>	<p>Line Management Meetings. Data Analysis KS3 Options Process</p>
<p>Year 3:</p>					
<p>Art</p>					
<ul style="list-style-type: none"> • Develop a ‘Commission’ based work placement with a working artist for Gifted and Talented Students. • Offer AS Level Art & Design to students in Yr.11 who have complete an early entry GCSE in Art & Design. (Cf SIP Priority 4) 	<p>HOF/SL A&D</p>	<p>Jan-May 2012</p>	<p>Specialist Funding. Education Business Partnership Funding?</p>	<p>Work Commissioned. Placement offered to at least 4 G&T students. Placements successful with both student and artist evaluations positive. Work exhibited in School Course in Place and offered to cohort one group of at least 12-15 students follow course.</p>	<p>Steering Group. SLT Meetings Faculty Meetings Line Management Data Analysis</p>
<p>Drama</p>					
<ul style="list-style-type: none"> • Develop a Theatre in Education unit for Yr.10 Students which explores issues of transition from Primary School to Secondary School. • Produce a ‘Performance’ with KS4 students which is to be offered to students from Partner Primary Schools focused on issues of transition between Primary and Secondary School which aims to ease the process of transition as well as developing the performance skills of SPW students. 	<p>HOF/SL EA</p>	<p>Sept 2011 Dec 2011- Feb 2012</p>	<p>Dept Capitation Specialist Funding (approx £2500)</p>	<p>Unit studied. Students develop performance. Students ‘working at’ grades for Performance improve by at least one grade.</p>	<p>Steering Group Line Management Meetings. Data Analysis</p>

					Series of successful performances offered to Primaries. Evaluation/Feedback Positive.	
	Music					
	<ul style="list-style-type: none"> Offer Musician in residency opportunity to KS4 Students focused on 'Performance Skills' to develop skills for 'Performance' Examination Offer BTEC Music Technology Course to KS4 Students as part of the Yr. 9 Options Process. (Cf SIP Priority 4) 	HOF/SL EA	Feb-March 2012	Dept Capitation Specialist Funding (approx £1500)	Residency offered. Increased levels of performance in final examination. At least one group of 20 students opt to follow course at KS4	SLT Meetings Line Management Meetings Faculty Meetings

2. Improve all teaching and learning in the specialist subjects to at least good	Actions including CPD	Person responsible	Start and finish dates	Resources	Success criteria	Monitoring, Evaluation and Reporting
	Year 1:					
	Art & Design/Drama/Music					
	<ul style="list-style-type: none"> Implement new staffing structure to include Head of Faculty for Visual and Performing Arts, Advanced Skills Teacher to improve leadership and management in the VPA Employ a Subject Leader in Music/Expressive Arts Programme of Twilight Training/CPD sessions of specialist subject staff – Developing Knowledge Skills and Understanding as identified in Dept SEF/Action Plans to move all teaching in the VPA faculty to good. (Cf SIP Priority 1) Advanced Skills Teacher to work with Visual 'Arts' Colleagues to improve practice and build on areas of development as identified in Lesson Observation Cycle (Cf SIP Priority 1) Create a 'Peer Mentoring' programme within the VPA Faculty where colleagues are matched on the basis of Strengths vs. Areas of Development. Provide an opportunity for a specialist teacher to join the 'Outstanding Teacher' programme (Cf SIP Priority 1) 	GP DB HOF VPA/SL EA	May 2009 – Sept 2009	Time Staffing budget Specialist Funding (£4000)	Posts filled Programme of training/cpd offered. Evidence of improvement in the quality of teaching and learning. Lesson with at least 80% of all teaching in the faculty judged as being at least good. Peer Mentoring system in place, improvements in T& L noted	Observation cycle/Monitoring shows improvement in areas for development. Faculty Meetings SLT Meetings LA review
Year 2						
<ul style="list-style-type: none"> Expand/Develop CPD programme to address remaining/emerging areas of need to move teaching and learning from good to outstanding. (Cf SIP Priority 1) AST works with Identified colleagues across the VPA faculty. 	LA VPA DB HOF	Sept 2009- July 2010	Specialist Funding (£1500) Staff Time	CPD programme in place. AST works with colleagues and	Observation cycle/Monitoring shows improvement in areas for development.	

	<ul style="list-style-type: none"> Open programme of Training/CPD sessions to colleagues across the local authority. (Cf SIP Priority 1) Provide an additional opportunity for a specialist teacher to join the 'Outstanding Teacher' Programme (Cf SIP Priority 1) 	VPA			reports improvement in practice. Opportunities offered across the local authority. Colleagues take up opportunities. Evaluation feedback positive	Faculty Meetings SLT Meetings LA review eputy Headteacher – Curriculum
	Year 3					
	<ul style="list-style-type: none"> Head of Faculty and Subject Leader lead on developing 'Literacy' across the Specialist Subjects (Cf SIP Priority 1&4) 	HOF SL LA	Sept 2010 – July 2011		Schemes of work developed to include opportunities in the specialist subjects for extended reading and writing. Lesson Observation cycle, departmental monitoring and data analysis show evidence of impact.	Deputy Headteacher – Curriculum

The School Plan

3. Widen the impact of the Specialism across the curriculum and the school as a whole	Actions including CPD	Person responsible	Start and finish dates	Resources	Success criteria	Monitoring, Evaluation and Reporting
	Year 1: Art & Design/Music/Drama					
	<ul style="list-style-type: none"> Develop 'Creative Teaching' Working Party open to colleagues from across the school interested in developing 'Creative Teaching' Skills working towards developing a 'unit' of work for each subject area represented. (Cf SIP Priority 1) Offer/Develop one cross-curricular specialism project to each of the core subjects which explores a key area of the core curriculum through an area of the arts and develops an associated unit of work (Cf SIP Priority 4) Develop a CPD opportunity for staff in conjunction with Deaf Support Base in relation to working with 'Visual Learners' (Cf SIP Priority 1) 	DB HOF VPA LA	Sept 2009- July 2010	Staff Time Specialist Funding (approx £5000)	Working Party Exists constituted of at least 10 colleagues from across the school including representation from each of the core subjects. Units of Work delivered.	Observation cycle/Monitoring shows improvement in areas for development. Faculty Meetings SLT Meetings LA review

	<ul style="list-style-type: none"> Provide a 'Creative Minds exhibition' opportunity to all Subject areas for 'creative' work across the curriculum (Cf SIP priority 2) 				T&L monitoring cycle reports increase in range of Creative Teaching Techniques being used in lessons. CPD opportunity offered. Exhibition takes place. Exhibits from across the school curriculum.	
Year 2:						
Art & Design/Music/Drama						
	<ul style="list-style-type: none"> Broaden working party to include more cross subject colleagues developing additional units of work and skills in 'Creative Teaching' practices. (Cf SIP Priority 4) Offer additional core subject opportunity to develop cross curricular units of work, broaden offer to include additional subject areas based on identified need. (Cf SIP Priority 4) 	DB HOF VPA LA	Sept 2010 to July 2010	Staff time Specialist Funding (approx £2000)	Working part widened membership broadened to at least 15 colleagues. Additional Units of Work Developed. Cross-Curricular Opportunities developed. CPD offered to all staff.	Observation cycle/Monitoring shows improvement in areas for development. Faculty Meetings SLT Meetings
Year 3:						
Art & Design/Music Drama						
	<ul style="list-style-type: none"> Develop a CPD opportunity for staff in conjunction with EAL department in relation to 'using visuals' in teaching & learning. (Cf SIP priority 1, 2 & 4) 	DB HOF VPA HOF L&L DB	Sept 2011- Jan 2012	Staff time.	CPD offered to staff at least 10 Colleagues take up offer.	SL Meetings.

The Community Plan

1. Primary Partners: <i>To ease the process of</i>	Actions including CPD	Person responsible	Start and finish dates	Resources	Success criteria	Monitoring, Evaluation and Reporting

<p><i>transition from Primary to Secondary School and make explicit links in the learning of Arts based subjects.</i></p> <p>Primary Partners:</p> <p><i>Cyril Jackson Primary Stebon Primary Marner Primary Mayflower Primary St. Paul's and St. Luke's Primary Clara Grant Primary</i></p>	Year 1:					
	Art & Design/Music/Drama					
	<ul style="list-style-type: none"> Work with Visual Arts Staff and Primary Arts Teachers to create a 'Transition' Unit which explicit links study in Art & Design in Yr.6 and the beginning of Yr.7 and which explores issues of transition between primary and secondary school. (Cf SIP Priority 2) Advanced Skills Teacher (VPA) provides master class opportunity to all Primary Partners. Specific Music/Drama programme of CPD and associated workshops offered to Primary Partners based around theme of Oracy/Literacy (Cf SIP Priority 1,2 and 4) 	DB BAT HOF VPA	Sept 2009- Jan 2010	Specialist Funding (approx £2000) AST Time	Unit developed and offered to Yr. 6 Students.	Steering Group. SLT Meetings Faculty Meetings
			Jan 2010- July 2010		Master classes offered. Opportunity exploited. Evaluations positive. At least 50% of learners operating at a level above that at which they began the project	
			Sept 2009- July 2010		CPD offered to all partners. Evaluations positive.	
	Year 2:					
Art & Design/Music/Drama						
<ul style="list-style-type: none"> Transition unit extended to offer opportunity for primary students to visit SPW and complete elements of the work in the schools Art rooms. (Cf SIP Priority 2) Develop transition unit in Music which explicit links study of music in Yr.6 and Yr.7. (Cf SIP Priority 2) Music/Drama CPD/Workshop offer extended/adapted to include 'Performance Skills' 	DB BAT HOF VPA	Sept 2010- Jan 2011	Specialist Funding (approx £2000)	Primary Students work at SPW for part of the unit Art Unit Music Unit developed. CPD expanded and offered to all partners. Evaluations positive. At least 50% of learners operating at a level above that at which they began the project.	Steering Group. SLT Meetings Faculty Meetings	
		Jan 2011- July 2011				
Year 3:						
Art & Design/Music/Drama						
<ul style="list-style-type: none"> Yr 10 Students (SPW) offer TIE performance/production to primary students based around theme of transition. Develop transition unit in Drama which explicit links study of Drama in Yr.7 and Yr.6 (Cf SIP Priority 2) 	DB BAT HOF /VPA	Dec 2011- Feb 2012	Specialist Funding (approx £2000) Staff Time	Performance takes place. Uptake across partner schools. Drama unit	Steering Group. SLT Meetings Faculty Meetings	

					<p>developed and offered to partners.</p> <p>At least 50% of learners operating at a level at which they began the project.</p>	
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	Actions including CPD	Person responsible	Start and finish dates	Resources	Success criteria	Monitoring, Evaluation and Reporting
2. Secondary Partners (Bow School/Raines Foundation School) <i>To explore links between the specialist subjects and to explore themes of Community Cohesion.</i>	Year 1:					
	Art & Design/Music/Drama					
	<ul style="list-style-type: none"> Develop a multi-arts workshop which explores the theme of 'Community' through the medium of Art, Music and Drama. Focus on sculpture, composition and playback theatre. (Cf SIP Priority 4) Pilot Workshops with one group. Evaluate project for impact Exhibit Work at School's in View Exhibition 	DB HOF VPA BAT	Sept 2009- July 2010	Specialist Funding (approx £2000) Staff time	Workshop offered. Evaluations take place and are positive. Evident increase in attainment levels achieved by students. (at least 60% achieving at a level higher than that which they began the project. Survey of attitudes to other community groups show increased sensitivity and understanding when compared to same survey completed at beginning of project.	Steering Group. SLT Meetings Faculty Meetings

					Work exhibited at Exhibition	
Year 2:						
<ul style="list-style-type: none"> Expand model of multi-arts workshops to explore the theme of 'Community: Working Together' and promote responsible citizenship. Workshop offered to one group from Secondary Partner and one group from SPW. (Working Together) Evaluate project for impact Exhibit Work 	DB HOF/VPA BAT	Sept 2010- July 2011	Specialist Funding (approx £2000)	Workshop offered. Evaluations take place. Work Exhibited at Exhibition. Evident increase in attainment levels achieved by students. (at least 60% achieving at a level higher than that which they began the project. Survey of attitudes to other community groups show increased sensitivity and understanding when compared to same survey completed at beginning of project.	Steering Group. SLT Meetings Faculty Meetings	
Year 3:						
Art & Design/Music/Drama						
<ul style="list-style-type: none"> Expand model of multi-arts workshops to explore the theme of 'Community: Local, Regional, Global' to promote an understanding of our place in our community/ Workshop offered to two groups from a secondary partner and two groups from SPW.(working together) 	DB HOF/VPA BAT	Sept 2011- July 2012	Specialist Funding (approx £2000)	Workshop offered. Evaluations take place. Work Exhibited at Exhibition. Evident increase in attainment levels achieved by students. (at least 60% achieving at a level higher than that which they	Steering Group. SLT Meetings Faculty Meetings	

						began the project. Survey of attitudes to other community groups show increased sensitivity and understanding when compared to same survey completed at beginning of project.	
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3. Wider Community <i>To broaden our work with the wider community so that it more directly impacts on the community which the school immediately serves.</i>	Actions including CPD	Person responsible	Start and finish dates	Resources	Success criteria	Monitoring, Evaluation and Reporting
	Year 1:					
	Art & Design/Music/Drama					
	<ul style="list-style-type: none"> Develop a school –based Bronze, Silver, Gold ‘certificate’ to accredit participation of community based learners. Work with local Primary Health Care Trust to develop a project which explores ‘Health’ through the Visual Arts. Exhibit produced work in the local Health Centre. Conduct a survey of parents to identify issues of concern in conjunction with schools FLO. Develop a series of 4 workshops which explore identified ‘issues’ through the Visual and Performing Arts and offer these to parents/carers and their children. 	DB HOF/VPA BAT	Sept 2009- July 2010	Specialist Funding (approx £2000)	Project takes place. Work Exhibited. Group identified Sessions take place. Evaluations positive. 100% of learners achieve accreditation for learning,	Steering Group. SLT Meetings Faculty Meetings
	Year 2:					

	<ul style="list-style-type: none"> • Offer 'Creative Careers' Workshop at SPW to a group of local young people identified as potential NEET/G&T students???? • Expand parents/carers workshop to include parents and carers from partner primary schools. 	DB HOF VPA BAT	Sept 2010- July 2011	Specialist Funding (approx £2000)	Workshops offered. Evaluations positive. Workshop expanded. Group size increases. 100% learners achieve school- based accreditation for their learning/	Steering Group. SLT Meetings Faculty Meetings
Year 3:						
	<ul style="list-style-type: none"> • Expand 'Creative Careers; workshop to develop a 'Creative Careers' Open day accessible to all members of the wider community and offering information, advice and guidance in relation to local study, training, voluntary and employment opportunities in the Creative Arts. 	DB HOF VPA	Sept 2011- July 2012	Specialist Funding (approx £3500)	Open Day takes place. Positive uptake from the community.	Steering Group. SLT Meetings Faculty Meetings