



St. Paul's Way Community School

A deaf friendly school specialising in the Visual Arts and Vocational Education



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School Improvement Plan



2007 - 2008

1. MISSION

To provide an intellectually stimulating and supportive environment for all members of the St. Paul's Way community in which to achieve meaningful success.

2. AIMS

- **to enable students, through the highest expectations, to become independent learners, and to attain the knowledge, skills, understanding and qualifications for success in the 21st Century.**
- **to create an ethos which demands high regard for self and others, and to ensure that each makes a positive contribution to both society and the communities of which they are part.**
- **to provide a curriculum which meets the needs of all learners, and is one which both challenges and supports.**
- **to develop dynamic and meaningful partnerships between the School and the wider communities which have, at their core, the aim to raise attainment and promote learning as a lifelong activity.**

Targets for Summer 2008

School Improvement Plan 2007-08

Key Stage 3

Key Stage 3 - % Level 5+ English														
	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Actual	38	55	10	49	44	42	35	47	51	32	62	33		
Target									64	60	64.6	64	74	67

Key Stage 3 - % Level 5+ Maths														
	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Actual	37	27	27	32	32	41	44	49	51	51	57	56		
Target									66	68	64.2	68	76	65

Key Stage 3 - % Level 5+ Science														
	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Actual	31	28	25	23	17	24	41	42	45	39	40	38		
Target									67	63	64.2	68	67	57

School Improvement Plan 2007-08

Key Stage 4

STATUTORY TARGETS

GCSE - % 5+ *A-C

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Actual	27	29	35	23	41	45	59	49	65		
Target						42	45	50	55	57	65

GCSE - 5+ *A-C - Including English & Maths

	2004			2005			2006			2007	2008
	School	LBTH	National	School	LBTH	National	School	LBTH	National	School	School
Actual	20	27	42	21	30	44	27	34	45.8		
Target							32			33	35

VOLUNTARY TARGETS

GCSE - Average Point Score

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Actual	33	37	32.1	32.3	31.8	375.5	364.1	396		
Target								35	36	300

	2004	2005	2006
LBTH	343.6	352.7	371
National	340.4	350.9	365

Note that the way APS is measured and recorded has changed.

SUMMARY OF PRIORITIES

Priority 1: Raising boys' achievement	8
Priority 2: Raising attainment at Key Stage 3	10
2.1 Raising attainment at Key Stage 3 through structured curriculum delivery	10
2.2 To ensure that spiritual, moral, social and cultural development underpins the work of the School	11
2.3 To examine Key Stage provision and progression	12
Priority 3: Providing a personalised curriculum	13
3.1 To improve guidance and support	13
3.2 To increase curriculum diversity and opportunities	14
Priority 4: Continuing to improve behaviour	15
4.1 To continue to focus on the impact of the physical environment	15
4.2 To continue to involve students in behaviour strategies	15
4.3 To continue to engage staff in behaviour strategies	16
4.4 To ensure that systems support improved behaviour	16
4.5 To ensure that exclusions, where there are no viable alternatives, are robust and effective	17
Priority 5: Ensure a wider range of Teaching and Learning Styles	18
Priority 6: Ensuring that the new buildings raise standards	22
Priority 7: Create partnerships to further the School's work	23
7.1 To review current partnerships	23
7.2 To foster new partnerships	23
7.3 To deepen the impact of partnerships through effective communication	24
7.4 To monitor and evaluate partnerships	24
Priority 8: Boost the School's reputation and increase first choice applications	25
8.1 To boost the School's reputation	25
8.2 To increase the number of Year 7 first choice applications	27
Priority 9: Develop distributive leadership and improve performance of all leaders and managers	30
9.1 To develop aspiring middle leaders	30
9.2 To develop other leaders	31
Priority 10: Continue to use CPD and Performance Management as a means to improve practice	32
10.1 To ensure that Performance Management is an integral part of Continuing Professional Development ...	32
10.2 To further develop Continuing Professional Development to best meet the needs of staff and the School	33

School Improvement Plan 2007-08

About this plan

The Senior Leadership Team takes the Governors' annual priorities - decided at the annual Governors' Strategic Planning afternoon - and develops these into a draft School Improvement Plan. This document is then put to all staff - both teaching and non-teaching - and all Governors for consultation. As the result of this consultation, changes are made and the final plan is ratified by the final Governing Body meeting of the academic year.

Each priority of the SIP is managed by one of the Senior Leadership Team and the progress of the impact of each priority is presented either to a Full Governing Body meeting or to one of its Committees during each academic year. Once again, this year, each of the Assistant Headteachers has an outcome from *Every Child Matters* as part of their core responsibility. The aim of each priority is to be clear, powerful and strong, with clearly defined and achievable success criteria. In addition, the Headteacher's termly Report to Governors contains a detailed action-by-action account of the progress of each activity under each priority which has fallen due in that term.

Each priority has been developed as a result of the Self Evaluation Form, and each is cross-referenced to that document.

As with all action planning, there is, sometimes, an uneasy mix of strategic activities and then the methods through which to achieve them. In an attempt to minimize the number of planning documents, this plan includes more detail than it might. However, the Key Stage 3 Intervention plan needs to be read in conjunction with this document, particularly with regard to **Priority 2: Raising attainment at Key Stage 3.**

*In addition to the monitoring and evaluation specific to each action, each priority will also be reported either to the Full Governing Body and/or to one of its committees.
The relevant forum is indicated at the start of each priority.*

Activity Area 1: Actions to Raise Attainment

School Improvement Plan 2007-08

<p>Priority 1: Raising Boys' Achievement Priority Manager: Danny Brooker</p>
<p>Governors' Reporting and Evaluation: Curriculum Committee, Autumn 2007 SEF reference: 5a, 5b, 5c</p>
<p>Theme(s) addressed: enjoy & achieve through learning make a positive contribution</p> <p>Gender Equality Duty Behaviour and Discipline Policy Anti-bullying Policy</p>

Action	Who?	Resources	By date	Success criteria	Monitoring
1.1 To reconstitute the staff working party on Raising Boys' Achievement.	BRO	Time	Sept 2007	<ul style="list-style-type: none"> Working Party meets regularly. Strategies devised. 	HAR
1.2 Develop and provide support and information for parents which helps students to be prepared for School.	BRO/HAS	Production costs/time	Jan 2008	<ul style="list-style-type: none"> Support and information devised and provided to parents 	HAR
1.3 Develop rigorous systems which ensure that students bring the necessary equipment to school.	BRO/HAS	Time	Sept 2007	<ul style="list-style-type: none"> System in place. Regular checks. 	HAR
1.4 Develop a coherent whole school policy regarding the carrying and use of equipment, by students, around the school, in order to promote student responsibility and independence.	BRO	Time	Jan 2008	<ul style="list-style-type: none"> Policy written, consulted upon and in place 	HAR
1.5 Investigate student leadership systems at other Tower Hamlets and secondary schools.	BRO/HAS	Time	Jan 2008	<ul style="list-style-type: none"> Schools found. Visits take place. 	HAR
1.6 Develop a high profile student leadership scheme, which works closely with the school council and might complement the role of the SSO.	BRO/HAS	Unknown	Easter 2008.	<ul style="list-style-type: none"> System developed. Stakeholder views considered. 	HAR
1.7 As part of the leadership scheme develop the idea of student 'researchers' and work with their findings.	BRO/HAS	Unknown	Ongoing	<ul style="list-style-type: none"> Student researchers exist and carry out research on key issues. 	HAR
1.8 To work closely with the parental engagement worker to develop strategies to help raise boys' achievement.	BRO/HAS	Unknown	Ongoing	<ul style="list-style-type: none"> Working relationship exists. 	HAR

School Improvement Plan 2007-08

Action	Who?	Resources	By date	Success criteria	Monitoring
				<ul style="list-style-type: none"> Parents better engaged Boys more motivated 	
1.9 To work closely with the Aim Higher co-ordinator to ensure that this program is targeted at the appropriate students	BRO/CHO	Unknown	Ongoing	<ul style="list-style-type: none"> Evidence of new strategies and that relevant programmes are being more carefully targeted. 	HAR
1.10 To work to use the building and its spaces as a resource which promotes self-esteem, caring and higher aspirations.	BRO/HAS/BEE	Unknown	Spring 2008	<ul style="list-style-type: none"> More 'inspirational; display. 	HAR
1.11 To experiment with ways to create a calmer environment and one which is conducive to learning.	SLT	Unknown	Spring 2008	<ul style="list-style-type: none"> Experiment takes place. Success evaluated. 	HAR
1.12 To carry out a piece of action research where a selected group of students are provided with education around healthy eating, sleep and other factors affecting learning. To then provide these students with resources to act upon this information and then monitor its impact.	BRO/HAS	Unknown	Spring 2008	<ul style="list-style-type: none"> Action research takes place. Impact monitored and evaluated. 	HAR
1.13 To build into the school day/week an opportunity for 'reflection'	SLT	Unknown	Jan 2008	<ul style="list-style-type: none"> Opportunity exists and is used regularly. 	HAR
1.14 To continue to work with students on the impact of particular types of behaviours, gestures and ways of expressing themselves.	All staff	Time	On-going	<ul style="list-style-type: none"> Students coached in appropriate behaviours Fewer examples of conflict / misunderstanding 	HAR

School Improvement Plan 2007-08

<p>Priority 2: Raising attainment at Key Stage 3 Priority Manager: Beverley Clarke</p>
<p>Governors' Reporting and Evaluation: Full Governing Body, Autumn 2007 SEF reference: 3, 5a,</p>
<p>2.1: Raising attainment at Key Stage 3 through structured curriculum delivery</p>
<p>Theme(s) addressed: enjoy & achieve through learning make a positive contribution</p>

Action	Who?	Resources	By date	Success criteria	Monitoring
2.1.1 To continue to raise standards of attainment by ensuring that the curriculum meets the needs of individual students.	Heads of Dept.	Time Departmental allocation	Sept. 2007	<ul style="list-style-type: none"> Schemes of Work reviewed Students better engaged Key Stage 3 results improve 	HAR/LA
2.1.2 To ensure that accurate and regular assessment informs lesson planning.	Heads of Dept.	Time Departmental allocation	Sept. 2007	<ul style="list-style-type: none"> Assessment used effectively Students better engaged Key Stage 3 results improve 	HAR/LA
2.1.3 To ensure that teaching enables students to make real progress and develop as learners, by a concerted focus on term by term progress.	SLT Line Managers	Time	Mar. 2008	<ul style="list-style-type: none"> Students progress and improve Students better engaged Key Stage 3 results improve 	HAR/LA
2.1.4 To ensure that every lesson delivered at least meets the School's minimum standards.	SLT Line Managers	Time	Sept. 2007	<ul style="list-style-type: none"> Lesson plans reflect delivery Students better engaged Key Stage 3 results improve 	HAR/LA
2.1.5 To work with the Local Authority and other agencies to overcome existing barriers so that levels of attainment are increased in the core subjects.	CLA	Time	Sept. 2007	<ul style="list-style-type: none"> Barriers removed Key Stage 3 results improve 	HAR/LA

School Improvement Plan 2007-08

Action	Who?	Resources	By date	Success criteria	Monitoring
2.1.6 To continue to keep under close review student groupings to ensure that each best meets the needs of learners.	SLT Line Managers/ Heads of Department	Time	May 2007	<ul style="list-style-type: none"> Groupings meet the needs of learners Learners make better progress 	HAR/LA
2.1.7 To encourage each department to focus on display as a means of extending students' learning.	Heads of Department	Time	Sept. 2007	<ul style="list-style-type: none"> Display more linked to progress Students more engaged with display. 	HAR/LA
2.1.8 To ensure that high quality, valid homework is set, marked and followed up, and is embedded in Schemes of Work.	Heads of Department	Time	Sept. 2007	<ul style="list-style-type: none"> Homework is set, mark and failure to complete it is followed up. 	HAR/LA
2.1.9 To learn from best practice across the school, and locally, to ensure that there are robust and clear departmental processes which ensure calm and purposeful classrooms.	SLT Line Managers/ Heads of Department	Time	Sept. 2007	<ul style="list-style-type: none"> Best practice sourced and shared Greater percentage of calm and purposeful classrooms. 	HAR/LA
2.1.10 To ensure that independent learning is at the heart of work with students in developing their skills to learn	SLT Line Managers/ Heads of Department	Time	Sept. 2007	<ul style="list-style-type: none"> Best practice sourced and shared Students better able to develop and extend their own learning 	HAR/LA

2.2: To ensure that spiritual, moral, social and cultural development underpins the work of the School.

Theme(s) addressed: | make a positive contribution | achieve economic well-being

Disability Equality Duty | Race Equality Duty | Gender Equality Duty | Behaviour and Discipline Policy | Anti-bullying Policy

Action	Who?	Resources	By date	Success criteria	Monitoring
2.2.1 To ensure that students develop spiritually, morally, socially and culturally by ensuring that those elements are appropriately reflected within the taught curriculum.	CLA	Time	May 2008	<ul style="list-style-type: none"> Curriculum mapped SMSC opportunities exist across the taught curriculum 	HAR

School Improvement Plan 2007-08

Action	Who?	Resources	By date	Success criteria	Monitoring
2.2.2 To introduce elements of philosophy for students into registration activities.	Registration activities post-holder	Time and £2,500	May 2008	<ul style="list-style-type: none"> • Appropriate activities found • Resources available for tutors 	HAS
2.2.3 To ensure that the partner school relationship contributes to the spiritual, moral, social and cultural development of students.	CLA	Time	Dec. 2007	<ul style="list-style-type: none"> • Partner relationship forged • SMSC opportunities underpin that relationship. 	HAR

2.3: To examine Key Stage provision and progression

Theme(s) addressed: enjoy & achieve through learning

Action	Who?	Resources	By date	Success criteria	Monitoring
2.3.1 To develop a more focused and integrated Year 7 curriculum.	HAS	Time	May 2008	<ul style="list-style-type: none"> • Curriculum developed • Staff trained 	HAR
2.3.2 To ensure that students are adequately prepared to make informed guided choices at the end of Year 9.	Head of Year 9	Time	Feb. 2008	<ul style="list-style-type: none"> • Students adequately prepared • Appropriate courses selected. 	BRO/HAR
2.3.3 To investigate an earlier start to Key Stage 4 courses.	SLT	Time	Feb. 2008	<ul style="list-style-type: none"> • Research undertaken • Views sought • Proposals made 	Governors
2.3.4 To review the timing and frequency of additional activities to ensure minimal disruption to the taught curriculum.	SLT	Time	May 2007	<ul style="list-style-type: none"> • Disruptions identified • Plans made to minimise for 2007-08 	HAR

School Improvement Plan 2007-08

Priority 3: Providing a personalised curriculum

Priority Manager: Lizzie Mason

Governors' Reporting and Evaluation: Curriculum Committee, Spring 2008

SEF reference 4, 5b, 5c

3.1: To improve guidance and support.

Theme(s) addressed: enjoy & achieve through learning

Disability Equality Duty | Race Equality Duty | Gender Equality Duty

Action	Who?	Resources	By date	Success criteria	Monitoring
3.1.1 To ensure that the guided choices processes begins early enough to provide students and parents with the information they need to make valid choices.	HOD, HOY, CLA, MAS	Time Assemblies and booklet	Feb 2008	<ul style="list-style-type: none"> Students and parents understand what is available to them and there is less subject movement during September and October 	HAR
3.1.2 To ensure that the development of further vocational courses continues to meet the needs of learners.	MAS	Time	Jan 2008	<ul style="list-style-type: none"> Courses are both popular and also well attended and students continue courses post 16 	HAR
3.1.3 To establish a guidance forum, comprising appropriate staff.	MAS	Time	Sept 2007	<ul style="list-style-type: none"> The forum is up and running and has termly meetings to target students 	HAR
3.1.4 To work towards all students at Key Stage 4 following an eight period vocational course from September 2008.	MAS	Time	Sept 2008	<ul style="list-style-type: none"> Established courses of study that meet the needs of all learners 	HAR

School Improvement Plan 2007-08

Action	Who?	Resources	By date	Success criteria	Monitoring
3.1.5 To develop learning conversations as a means to inform student choices and to monitor progress.	MAS/ Data Manager	Time	May 2007	<ul style="list-style-type: none"> A new system of target setting in place and information effectively disseminated and used to make more informed choices 	HAR
3.1.6 To provide the time and the data to allow tutors to take an active role in the guidance process, focusing particularly on the learning conversations.	MAS/ Data Manager	Time	May 2007	<ul style="list-style-type: none"> Tutors more involved in the guidance process. Targets set used and the report system to supports and justifies tutees choices 	HAR

3.2: To increase curriculum diversity and opportunities.

Theme(s) addressed: enjoy & achieve through learning

Disability Equality Duty | Race Equality Duty | Gender Equality Duty

Action	Who?	Resources	By date	Success criteria	Monitoring
3.2.1 To continue to use outside agencies, including THE Hub, to provide greater curricular opportunities.	CLA, BAR, MAS	Time	July 2007	<ul style="list-style-type: none"> Outside agencies working with the School to benefit learners, staff and the wider community 	HAR
3.2.2 To provide personalised programmes of study for targeted students.	SLT Line Managers/ Heads of Department	Time	Sept 2008	<ul style="list-style-type: none"> Guidance forum using student information to target individuals learning and needs 	HAR
3.2.3 To develop further ways of using mentoring to support students' learning.	CLA, MAS, BAR	Additional mentoring time	Sept 2008	<ul style="list-style-type: none"> Year 7 transition and secondary school experience becomes a more supportive and successful one. 	HAR

School Improvement Plan 2007-08

Priority 4: Continuing to improve behaviour Priority Manager: Roger Barrett
Governors' Reporting and Evaluation: Student Discipline Committee, Autumn 2007 SEF reference: 4
4.1: To continue to focus in the impact of the physical environment
Theme(s) addressed: be healthy be safe Behaviour and Discipline Policy

Action	Who?	Resources	By date	Success criteria	Monitoring
4.1.1 To review the use of corridor and stairwells and agree proposals.	BAR/JAI/WLD	Time	Sept 2007	<ul style="list-style-type: none"> Written Action Plan and evidence of implementation 	BAR
4.1.2 To review layout, designation and use of outside areas.	BAR/JAI/WLD	Time	Dec 2007	<ul style="list-style-type: none"> Written Action Plan 	BAR/WLD
4.1.3 Implement agreed proposals.	BAR/WLD	Time	Apr 2008	<ul style="list-style-type: none"> Evidence of implementation 	BAR/WLD

4.2: To continue to involve students in behaviour strategies
Theme(s) addressed: be healthy be safe enjoy & achieve through learning make a positive contribution Disability Equality Duty Race Equality Duty Gender Equality Duty Behaviour and Discipline Policy Anti-bullying Policy

Action	Who?	Resources	By date	Success criteria	Monitoring
4.2.1 To review and amend all behaviour-related policies and ensure that students are involved in those reviews	BAR/JAI/WLD KHE	Time, clerical	Oct 2007 and as required	<ul style="list-style-type: none"> Student voice included in policies 	BAR/KHE
4.2.2 To consult students with regard to reviewing the Code of Conduct and a behaviour improvement campaign.	BAR/JAI/WLD KHE	As above	Dec 2007	<ul style="list-style-type: none"> Student Action Plan in place 	BAR/KHE
4.2.3 To involve students in strategic curriculum planning.	SLT	Time	Dec 2007	<ul style="list-style-type: none"> Student voice evident in curriculum plans 	HAR / BRO

School Improvement Plan 2007-08

Action	Who?	Resources	By date	Success criteria	Monitoring
4.2.4 To review and refine existing mediation and peer mentoring provision.	JAI/WLD / BAR	Time	Oct 2007 Apr 2008	<ul style="list-style-type: none"> Review takes place and sharper provision implemented. 	BAR

4.3: To continue to engage staff in behaviour strategies

Theme(s) addressed:

Behaviour and Discipline Policy | Anti-bullying Policy

Action	Who?	Resources	By date	Success criteria	Monitoring
4.3.1 To create a behaviour management consultation group, involving representatives from staff, parents and students to meet on a termly basis.	BAR/JAI/WLD	Time, pay for support staff involved	Dec 2007	<ul style="list-style-type: none"> Minutes of meetings available 	BAR / HAR
4.3.2 To develop the existing staff working group to monitor progress.	BAR/JAI/WLD	Meeting time	Oct 2007	<ul style="list-style-type: none"> Minutes available 	BAR / HAR
4.3.3 To provide CPD in the following key areas: <ul style="list-style-type: none"> training in routines, rules, rewards, sanctions and behaviour management techniques. sharing good practice; targeted individual staff development. 	BAR/JAI/WLD	Allocated time	Sep 2007 onwards	<ul style="list-style-type: none"> Staff receive CPD 	JAI/WLD / BAR

4.4: To ensure that systems support improved behaviour

Theme(s) addressed: be healthy | be safe

Action	Who?	Resources	By date	Success criteria	Monitoring
4.4.1 To ensure that the SLEUTH system is in place. Within a term, to evaluate its effectiveness.	JAI/WLD/BAR WLM	Time	Sept 2007	<ul style="list-style-type: none"> Evaluation outcomes acted upon 	BAR / JAI/WLD WLM
4.4.2 To review and develop the role of middle leaders in	JAI/WLD/BAR	Time	Nov 2007	<ul style="list-style-type: none"> Report published with 	JAI/WLD /

School Improvement Plan 2007-08

Action	Who?	Resources	By date	Success criteria	Monitoring
sanctions, rewards and mediation.	SLT			proposals	BAR
4.4.3 To investigate and put in place a valid Key Stage 4 reward system which is seen to improve motivation.	JAI/WLD/BAR BRE/AHM	Time	Sept 2007	<ul style="list-style-type: none"> System in place 	BAR / JAI/WLD

4.5: To ensure that exclusions, where there are no viable alternatives, are robust and effective

Theme(s) addressed:

Behaviour and Discipline Policy

Action	Who?	Resources	By date	Success criteria	Monitoring
4.5.1 To work with Governors and the LA to ensure that the recommendations in the recent review of exclusions are adopted, as detailed in the Pupil Discipline Committee work plan.	BAR/HAR	Time	Sept 2007	<ul style="list-style-type: none"> Recommendations adopted 	Pupil Discipline Committee
4.5.2 To review the current school policy in relation to weapons and objects which might be used as weapons to ensure consistency, fairness, the safety of all and to provide an effective deterrent to students.	Governors	Time	Sept 2007	<ul style="list-style-type: none"> Policy amended 	HAR
4.5.3 To provide Governors with sufficient training and skills to be able to discharge their statutory responsibilities in relation to exclusions, and be seen to be supporting the work of the School.	BAR/HAR	Time	Sept 2007 and ongoing	<ul style="list-style-type: none"> Training available 	HAR
4.5.4 To continue to investigate valid alternatives to exclusion	BAR/HAR	Time	Sept 2007 and ongoing	<ul style="list-style-type: none"> Alternatives documented and used systematically 	HAR
4.5.5 To work with the Local Authority and other Tower Hamlets schools to ensure that educational provision is made available from the sixth day of exclusion.	HAR	Time	Sept 2007	<ul style="list-style-type: none"> Provision available 	HAR

School Improvement Plan 2007-08

<p>Priority 5: Ensure a wider range of teaching and learning styles</p> <p>Priority Manager: Jodie Hassan</p>
<p>Governors' Reporting and Evaluation: Full Governing Body, Spring 2008</p> <p>SEF reference: 5a, 5b</p>
<p>Theme(s) addressed: enjoy & achieve through learning</p>

Action	Who?	Resources	By date	Success criteria	Monitoring
<p>5.1 To introduce a system of termly thematic teaching and learning focuses. To provide staff with the opportunities for experimentation leading to embedding these themes in departmental practice.</p>	<p>SLT Line Managers/ Heads of Department</p>	<p>Time – Meeting / Planning / Observations</p>	<p>Sept. 2007</p>	<ul style="list-style-type: none"> Thematic teaching and learning focuses are agreed, in consultation Thematic focuses inform planning and practice – evidence gleaned from lesson plans, lesson observations and student feedback / book monitoring Evidence of collaborative departmental lesson planning Evidence of peer observation (departmental and cross-curricular) 	

School Improvement Plan 2007-08

Action	Who?	Resources	By date	Success criteria	Monitoring
5.2 To investigate the merits of a designated teaching and learning 'Curriculum Innovator / Champion' in each department.	HAS, BRO	Time, Salary incentives (Approx. £28,000)	Sept. 2008	<ul style="list-style-type: none"> • Audit of existing good practice in terms of teaching and learning strategies • Needs assessment – teaching and learning strategies • Aims and objectives of teaching and learning 'Curriculum Innovator / Champion' role formulated, in consultation • 'Curriculum Innovator / Champion' job description produced • Trial of departmental 'Curriculum Innovator / Champion' • Evaluation of impact 	
5.3 To create opportunities for Priority Managers / Partners, departmental Teaching & Learning. 'Curriculum Innovators / Champions' and other interested colleagues to investigate existing good practice in other institutions.	HAS, BRO, WLD/JAI/WLD, Departmental T&L 'Innovators'	Time – cover / visits / meetings / planning	Dec.2007	<ul style="list-style-type: none"> • Links made with Schools identified as centres of good practice • Relevant educational research identified • Opportunities in place for post holders and other colleagues to experience good practice in other institutions (through observations / collaborative planning / action research / CPD) 	

School Improvement Plan 2007-08

Action	Who?	Resources	By date	Success criteria	Monitoring
5.4 To create opportunities to: <ul style="list-style-type: none"> • share internal good practice; • disseminate borough- / London-wide initiatives working in comparable institutions; • promote current pedagogy - through a responsibility post. 	HAS, Post-holder	Time, Salary	Sept. 2008	<ul style="list-style-type: none"> • Links made with Schools identified as centres of good practice • Relevant educational research identified • Aims and objectives of teaching and learning 'Lead Champion' role formulated, in consultation • 'Lead Champion' job description produced • Trial of 'Lead Champion' role • Evaluation of impact 	
5.5 To introduce a regular published teaching and learning newsletter.	HAS, Above post-holder	Time, Salary	Sept. 2007	<ul style="list-style-type: none"> • Research into commercial teaching and learning publications undertaken • Teaching and learning newsletter produced, in-line with termly theme, researched good practice and current pedagogy • Teaching and learning newsletter published on a half-termly basis 	

Activity Area 2: Building a School for the Future

School Improvement Plan 2007-08

Priority 6: Ensuring that the new buildings raise standards

Priority Manager: Simon Harris

Governors' Reporting and Evaluation: Buildings and Premises Committee, Summer 2008

SEF reference: 4

Theme(s) addressed: be healthy | be safe | enjoy & achieve through learning | make a positive contribution |

Disability Equality Duty | Race Equality Duty | Gender Equality Duty

Action	Who?	Resources	By date	Success criteria	Monitoring
6.1 To engage departments in teaching and learning discussions which lead and inform the work of the preferred bidders.	HAR	Time	On-going	<ul style="list-style-type: none"> • Departments engaged • Bidders involved 	Governors
6.2 To begin to develop a robust Faculty structure.	All staff	Time	Sept. 2007	<ul style="list-style-type: none"> • Discussions begin • Models proposed 	HAR
6.3 To embed the Building Schools for the Future process into the curriculum; through new curriculum opportunities such as architecture, environmental and regeneration courses.	HAR	Time	Sept. 2008	<ul style="list-style-type: none"> • New courses investigated • New courses offered. 	Governors
6.4 To document and archive the physical process of the rebuild, and the existent site.	Heads of Dept, MRO.	Time	Sept. 2007	<ul style="list-style-type: none"> • Scheme s of Work reflect a focus on the rebuild • Archive builds 	HAR
6.5 To continue to investigate additional facilities to extend the scope of those provide through BSF funding.	Governors	Time	On-going	<ul style="list-style-type: none"> • Funding sought and secured • Additional facilities exist 	Governors
6.6 To involve all stakeholders the rebranding of the “new” St. Paul’s Way Community School, to ensure that that rebranding, a logo and motto are integrated within the new buildings.	HAR	Time	Sept. 2007	<ul style="list-style-type: none"> • Discussions held • Agreed rebranding completed 	Governors
6.7 To ensure that the design of outside areas is given as much time, weight and thought as those inside the building.	HAR	Time	On-going	<ul style="list-style-type: none"> • Designs reflect such considerations 	Governors
6.8 To consult widely and make robust plans for organisational changes needed during the course of the rebuilding of the School.	HAR	Time	Sept.2007	<ul style="list-style-type: none"> • Consultation undertaken • Plans in place 	Governors

School Improvement Plan 2007-08

Priority 7: Create partnerships to further the School's Work

Priority Manager: Roger Barrett

Governors' Reporting and Evaluation: Community Committee, Summer 2008

SEF reference: 2a, 2c

7.1: To review current partnerships

Theme(s) addressed: enjoy & achieve through learning |

Action	Who?	Resources	By date	Success criteria	Monitoring
7.1.1 To audit and document current links and partnerships.	BAR/MAS	Allocated time	Oct 2007 and termly thereafter	<ul style="list-style-type: none"> Audit report to SLT 	BAR
7.1.2 To evaluate those links, using a quality assurance process.	BAR/MAS	Allocated time	Dec 2007	<ul style="list-style-type: none"> Proposals to SLT based on audit evidence 	MAS
7.1.3 To establish procedures to measure and monitor opportunities given to individual students.	BAR/MAS	Clerical support	Oct 2007 and termly thereafter	<ul style="list-style-type: none"> Procedures in place and in use 	BAR

7.2: To foster new partnerships

Theme(s) addressed: be make a positive contribution | achieve

Behaviour and Discipline Policy

Action	Who?	Resources	By date	Success criteria	Monitoring
7.2.1 To involve parents in more detailed discussions around the new buildings.	KHH/HAR	Time	Sept 2007 and onwards	<ul style="list-style-type: none"> Feedback from meetings 	HAR
7.2.2 To involve primary schools in more detailed discussions around the new buildings.	LAK/HAR	Time	Sept 2007 and onwards	<ul style="list-style-type: none"> Feedback from meetings 	MAS
7.2.3 To utilise existing networks to explore new and potential partnerships.	BAR/MAS	Allocated time	Oct 2007 and onwards	<ul style="list-style-type: none"> Potential partners identified 	BAR

School Improvement Plan 2007-08

Action	Who?	Resources	By date	Success criteria	Monitoring
7.2.4 To investigate the efficacy of those new partnerships, using a quality assurance process.	MAS/BAR	Allocated time	April 2008	<ul style="list-style-type: none"> Report to SLT 	HAR

7.3: To deepen the impact of partnerships through effective communication

Theme(s) addressed: make a positive contribution

Behaviour and Discipline Policy

Action	Who?	Resources	By date	Success criteria	Monitoring
7.3.1 To produce a newsletter, aimed at all stakeholders and partners.	MAS/BAR	Clerical support, cost of printing & distribution	Jan 2008	<ul style="list-style-type: none"> Publication 	MAS / BAR
7.3.2 To ensure that all staff are informed and involved with partners.	MAS/BAR	Existing briefing time	Nov 2007	<ul style="list-style-type: none"> Minutes of Briefings 	BAR

7.4: To monitor and evaluate partnerships

Theme(s) addressed: enjoy & achieve through learning | make a positive contribution

Disability Equality Duty | Race Equality Duty | Gender Equality Duty | Behaviour and Discipline Policy | Anti-bullying Policy

Action	Who?	Resources	By date	Success criteria	Monitoring
7.4.1 To ensure that work of partnerships is monitored by: <ul style="list-style-type: none"> participating students; participating staff; the providers themselves; sample parental responses. 	MAS/BAR	Photocopying, phone bills, clerical support	Oct 2007 and onwards	<ul style="list-style-type: none"> Monitoring reports inform SLT and other decisions 	BAR/MAS

School Improvement Plan 2007-08

<p>Priority 8: Boost the School's reputation and increase first choice applications Priority Manager: Jodie Hassan</p>
<p>Governors' Reporting and Evaluation: Community Committee, Spring 2008 SEF reference: 2a, 2c,</p>
<p>8.1: To boost the School's reputation</p>
<p>Theme(s) addressed: enjoy & achieve through learning make a positive contribution</p>
<p>Disability Equality Duty Race Equality Duty Gender Equality Duty Behaviour and Discipline Policy Anti-bullying Policy</p>

Action	Who?	Resources	By date	Success criteria	Monitoring
8.1.1 To identify and assign members of SLT to work closely with existing community groups, including: <ul style="list-style-type: none"> ▪ primary schools; ▪ college and EIP partners; ▪ two local housing estates; ▪ youth groups working with St. Paul's Way Community School students; ▪ The Press. 	SLT	Time	Sept. 2007	<ul style="list-style-type: none"> • Responsibilities devolved amongst SLT • Tangible links made with existing community groups • Outcomes of links recorded and shared • Evaluation of impact / next steps identified 	HAR
8.1.2 To investigate the benefits of MABSIT and TELCO to aid the external promotion of St. Paul's Way Community School.	SLT	Time, Membership fees (TELCO) Time	Dec. 2007	<ul style="list-style-type: none"> • Responsibilities devolved amongst SLT • Investigate work of MABSIT and TELCO • Make links with MABSIT and TELCO, if appropriate 	HAR
8.1.3 To make better use of the Local Area Partnership.	SLT	Time	May 2007	<ul style="list-style-type: none"> • Responsibilities devolved amongst SLT • Tangible links made with Local Area Partnership • Evaluation of impact 	HAR

School Improvement Plan 2007-08

Action	Who?	Resources	By date	Success criteria	Monitoring
8.1.4 To develop the 'Parental Liaison' Officer's role to better engage, involve and empower parents, particularly in relation to their contributions to their child's learning.	BRO	Time, Salary (Approx. £10,000)	Sept. 2007	<ul style="list-style-type: none"> • Stepney Green identified as example of good practice; links made with Parental Liaison Officer • SPW 'Parental Liaison' Officer in post • SLT link provides strategic overview • Increase in amount and quality of parental involvement 	HAR/Governors
8.1.5 To investigate the possibilities of increasing the number of staff able to undertake duties and to look at running school truancy patrols	SLT	Timetabling, training	Sept. 2007	<ul style="list-style-type: none"> • Practicalities of non-SLT 'senior teacher' duties discussed, in consultation • Training offered to relevant staff • Trial of non-SLT 'Senior Teacher' duties • Practicalities of school truancy patrols discussed – SLT and PC Austin • Trial of school truancy patrols • Evaluation of impact 	HAR

School Improvement Plan 2007-08

8.2: To increase the number of Year 7 first choice applications

Theme(s) addressed: enjoy & achieve through learning | make a positive contribution

Disability Equality Duty | Race Equality Duty | Gender Equality Duty | Behaviour and Discipline Policy | Anti-bullying Policy

Action	Who?	Resources	By date	Success criteria	Monitoring
8.2.1 To build deeper relationships with primary schools that send St. Paul's Way Community School substantial numbers of students, at the level of: <ul style="list-style-type: none"> ▪ curriculum; ▪ Headteacher relationships; ▪ 'showcase' opportunities. 	HAS, Primary Liaison Co- ordinator	Time (Approx. £5,000)	Sept. 2007	<ul style="list-style-type: none"> • New Primary Liaison Co-ordinator in post • Opportunities for dissemination of good practice between former and new Primary Liaison Co-ordinator • Links made with relevant primary schools • Opportunities for curriculum, Headteacher and 'showcase' links in place 	HAR
8.2.2 To engage parents and Year 3 and 4 students around BSF.	HAS, HAR, Primary Liaison Co- ordinator	Time	Sept. 2007	<ul style="list-style-type: none"> • SPW students involved in production of BSF promotional material • Outreach programme in place to inform Year 3 and 4 students and their parents of BSF programme • Year 3 and 4 students and parents involved in BSF process 	HAR

School Improvement Plan 2007-08

Action	Who?	Resources	By date	Success criteria	Monitoring
8.2.3 To investigate ways to promote deeper curriculum links between staff at St. Paul's Way Community School and those in feeder primary schools.	HAS, Primary Liaison Co- ordinator	Time	Sept. 2007	<ul style="list-style-type: none"> • Share existing good practice between Maths department and Stebon Primary School • Links made between SPW departments and feeder primary schools • Evidence of practical curriculum links 	HAR
8.2.4 To investigate additional means of supporting Year 7 students through transition (at curriculum and support level), as well as ensuring that each quickly develops the skills needed to be successful at St. Paul's Way Community School.	HAS, Primary Liaison Co- ordinator	Time	Sept. 2007	<ul style="list-style-type: none"> • Conduct needs assessment using experience of current Year 7 students • Investigate RSA 'Opening Minds' integrated curriculum • Examine practicalities of Year 7 tutor group mentors 	HAR

Activity Area 3: Improving Leadership and Management

School Improvement Plan 2007-08

Priority 9: Develop distributive leadership and improve performance of all leaders and managers

Priority Manager: Simon Harris

Governors' Reporting and Evaluation: Full Governing Body, Summer 2008

SEF reference: 6

9.1: To develop aspiring middle leaders

Theme(s) addressed:

Action	Who?	Resources	By date	Success criteria	Monitoring
9.1.1 To offer two differentiated routes into School leadership: <ul style="list-style-type: none"> • through producing a detailed, whole school piece of action research; • through developing and leading the outcomes of that research with SLT. 	HAR	TLR allowances	Sept. 2007	<ul style="list-style-type: none"> • Routes developed, advertised and opportunities taken up. 	Governors
9.1.2 To evaluate and then publish robust standards for successful curriculum leaders	JAI/WLD	Time	Sept. 2007	<ul style="list-style-type: none"> • Standards developed and published 	HAR
9.1.3 To ensure that each Heads of Department/Year meeting contains elements of development, training and the sharing of good practice. To include within the School calendar the practical outcomes required from each Heads of Department/Year meeting.	JAI/WLD/SLT	Time	Sept. 2007	<ul style="list-style-type: none"> • Meetings scheduled and agendas drawn up 	HAR
9.1.4 To continue to investigate suitable external, accredited training for aspiring middle managers	JAI/WLD	Time	Dec. 2007	<ul style="list-style-type: none"> • Courses sourced and offered • Take up improves 	HAR
9.1.5 To devise and run a preparation for middle leadership course, using the expertise already within the School.	JAI/WLD	Time	Dec. 2007	<ul style="list-style-type: none"> • Course developed and offered • Staff enrol 	HAR
9.1.6 To foster a culture in which successful Heads of Department undertake a whole school leadership role.	SLT	Time	May 2008	<ul style="list-style-type: none"> • Culture evolves • SLT roles offered • Roles attract middle leaders 	HAR

School Improvement Plan 2007-08

9.2: To develop other leaders

Theme(s) addressed:

Action	Who?	Resources	By date	Success criteria	Monitoring
9.2.1 To provide money and encouragement to facilitate each department to undertake a residential opportunity to develop an aspect/aspects contained within their departmental development plan.	HAR	£20,000	Sept. 2007	<ul style="list-style-type: none"> Departments plan residentials DDP targets met 	SLT Line Managers
9.2.2 To institute a relationship for each member of SLT with an opposite number in another Tower Hamlets school.	HAR	Time	Sept.2007	<ul style="list-style-type: none"> Relationships made Knowledge and expertise improves 	HAR
9.2.3 To develop, through the auspices of an Innovation grant, new and effective links with Bow Boys' School to share good practice and ensure that systems and structures have a direct link to raising attainment, particularly at Key Stage 3.	SLT	Innovations grant	May 21007	<ul style="list-style-type: none"> Relationships exist Systems and structures examined and modified Students better able to meet targets 	Executive Board
9.2.4 In the year following completing of NQT status, to provide time (one period a week) for each second year teacher and a more experienced member of staff to work together on developing skills and practices.	SLT	Time	Sept. 2007	<ul style="list-style-type: none"> Time made available Relevant staff avail themselves of the opportunity Practice continues to develop 	JAI/WLD

School Improvement Plan 2007-08

<p>Priority 10: Continue to use CPD and Performance Management as a means to improve practice Priority Manager: Sarah Wild</p>
<p>Governors' Reporting and Evaluation: Finance and Personnel Committee, Spring 2008 SEF reference: 5a, 6</p>
<p>10.1: To ensure that performance management is an integral part of continuing professional development.</p>
<p>Theme(s) addressed: enjoy & achieve through learning</p>

Action	Who?	Resources	By date	Success criteria	Monitoring
10.1.1 To have in place a Performance Management policy and structure that ensures CPD is an integral part of the Performance Management process.	JAI/WLD & HAR	Time	July 07	<ul style="list-style-type: none"> • When Performance Management cycle is up and running, it comprises a CPD element for all teaching staff. 	JAI/WLD
10.1.2 To adopt a lesson observation protocol	HAR & lesson observation working party	Time	July 07	<ul style="list-style-type: none"> • When lesson observations are arranged and conducted they follow a shared lesson protocol. 	HAR
10.1.3 To have in place a robust CPD Policy	JAI/WLD	Time	July 07	<ul style="list-style-type: none"> • A CPD policy exists 	Governors
10.1.4 To reach whole staff agreement regarding Performance Management and pay recommendations.	HAR, JAI/WLD whole staff & Union Groups	Time	July 07	<ul style="list-style-type: none"> • Whole staff agreement reached and PM policy implemented. 	HAR

School Improvement Plan 2007-08

Action	Who?	Resources	By date	Success criteria	Monitoring
10.1.5 To further develop peer observation as a form of CPD, and to encourage wider staff participation in peer observation.	WLD/JAI	Database of interested staff skills to help put people in touch with relevant members of staff. Time. Cover.	Jan 08	<ul style="list-style-type: none"> The majority staff regularly use Peer Observation as CPD tool. 	HAR
10.1.6 To develop a robust and effective Performance Management system for support staff, that ensures access to CPD in the form of courses, peer observation and the sharing of good practice.	HAR WLD/JAI support staff	Time. Unknown costs.	Apr 08	<ul style="list-style-type: none"> A Performance Management system for support staff is in place. 	HAR/Governors

10.2: To further develop continuing professional development to best meet the needs of staff and the School.

Theme(s) addressed: enjoy & achieve through learning

Action	Who?	Resources	By date	Success criteria	Monitoring
10.2.1 To review the spread and scope of CPD to ensure greater impact and replace calendared days which are less effective	SLT	None	Sept 07	<ul style="list-style-type: none"> Whole School CPD provision more responsive to need Departments more involved in planning 	HAR
10.2.2 To review the way in which the School Improvement Plan, the Self-Evaluation Form and Departmental Development Plans are written to ensure that there is a better cycle of review, planning and monitoring and evaluation so that Departments lead the self-evaluation cycle.	HAR	None	Sept 07	<ul style="list-style-type: none"> Cycle of self-evaluation examined. Plans produced for a more cohesive process That process in place for Spring 2008 	Executive Board
10.2.3 To share Departmental Development Plans with the CPD coordinator to ensure that CPD provision is effectively mapped across the whole school.	HAR / WLD	Time	Oct 07	<ul style="list-style-type: none"> DDPs collected and can be used to map the school's CPD provision for the year. 	HAR
10.2.4 To continue to develop Middle Leaders through local and nationally accredited courses, and through school-based CPD.	WLD	Unknown costs and time	Apr 08	<ul style="list-style-type: none"> More Middle Leaders have completed accredited CPD. 	HAR

School Improvement Plan 2007-08

Action	Who?	Resources	By date	Success criteria	Monitoring
10.2.5 To ensure that each Heads of Department/Year meeting contains a CPD element for Middle Leaders.	WLD	Time	Mar 08	<ul style="list-style-type: none"> Heads of Department/Year meetings routinely include a CPD item on the agenda. 	HAR
10.2.6 To conduct an audit of Middle Leaders to identify relevant CPD areas.	JAI/WLD	Time	Sept 07	<ul style="list-style-type: none"> A complete picture of Middle Leaders training needs has been obtained 	HAR
10.2.7 To publish the meeting calendar with fixed agenda items already itemized.	JAI/WLD	Time	Sept 07	<ul style="list-style-type: none"> Calendar has been published. 	HAR
10.2.8 To established effective school based CPD for aspiring SLT.	JAI/WLD, HAR	Unknown costs & time	Nov 07	<ul style="list-style-type: none"> More Middle Leaders are promoted internally or externally. 	HAR
10.2.9 To establish a buddy system between second year teachers and more experienced staff	JAI/WLD	Timetabling commitments? Time	Jan 08	<ul style="list-style-type: none"> Buddy system is in place. 2nd Year teachers feel supported and developed 	HAR
10.2.10 To investigate CPD opportunities for support staff that provide better development and career opportunities.	JAI/WLD Support staff Line Managers Support Staff	Time Unknown CPD costs	Apr 08	<ul style="list-style-type: none"> Support staff receive CDP that meets their needs. 	HAR
10.2.11 To investigate a forum for support staff meetings to ensure they are effectively represented in school	JAI/WLD Support Staff Line Managers	Time Potential cover costs	Apr 08	<ul style="list-style-type: none"> A forum is established and meets regularly to meet the needs of support staff 	HAR