

Plymstock School Improvement Plan



Succeeding Together

2016 – 2018

Plymstock School Vision

Our objective is simply to be a **world-class learning community** that enables all young people to succeed both now and later in life.



Core Aim 1

Foster a love of learning for its own sake by providing a rich curriculum that enables every young person to discover their strengths, and to make the most of their talents within Plymstock School and beyond.

Strategic action	Lead	Timescale	Estimated cost	Success criteria	Impact	Monitoring and evaluation
<p>1.1 To develop a rich curriculum that provides students with a broad and balanced education that will prepare them for success in life beyond Plymstock School.</p>	<p>AMP</p>	<p>All actions are on-going throughout 2016-18.</p>	<p>Achieved through the teaching staff and curriculum budget lines.</p>	<p><u>2016-17</u></p> <p>The new National Curriculum is reviewed and embedded in Years 7 to 9 and Years 7 & 8 in Science.</p> <p>Review and extend the assessment system to measure progress from years 7 to 11.</p> <p>The new 9-1 GCSEs in other subjects are prepared for implementation in September 2016.</p> <p>The new de-coupled A level courses are prepared for implementation in September 2016.</p> <p><u>2017-18</u></p> <p>The new 9-1 GCSEs in final subjects are prepared for implementation in September 2017.</p> <p>The new de-coupled A level courses for the final subjects are prepared for implementation in September 2017.</p> <p>The curriculum model is designed to enable students to</p>	<p>The curriculum is developed and implemented.</p> <p>Students are on the correct pathway, to make maximum progress.</p> <p>All stakeholders are informed about Headline figures, both National changes and school achievement.</p> <p>Timetable implemented to maximise student progress.</p> <p>0% NEETs.</p>	<p>Curriculum development carried out by HODs and monitored by AMP.</p> <p>Assessment system review by RFW and monitored by AMP.</p> <p>Curriculum model developed by AMP</p> <p>Headline accountability measures monitored by AMP in line with progress check schedule.</p> <p>Timetable monitored by AMP.</p>

				<p>make maximum progress and have appropriate choice.</p> <p>The new 9-1 GCSEs are expected to have longer exams; the model may have to reflect the practicalities of the Exam Season.</p> <p>Assuming Performance and Accountability Measures do not change, the model must address the same Headline Measures as 2015/16.</p> <p>The curriculum is successfully timetabled, taking all constraints into account.</p>		
<p>1.2 To develop and implement a whole-school approach to developing the key skills of reading for meaning and extended writing to ensure that all students are able to make strong progress and are capable of achieving under a more challenging examination system.</p>	<p>DAB JAW</p>	<p>All actions are on-going throughout 2016-18 unless specified.</p> <p>Start in Sept 2016 and on-going throughout 2016-18.</p>	<p>TLR for Literacy Coordinator post.</p> <p>Administrative costs / resources from literacy budget.</p>	<p>Writing</p> <p>CPD is delivered early in the Autumn Term 2016 to develop the teaching of extended writing and the development of ambitious vocabulary. Embedding of the use of the green pens in this session and how they can be used alongside the 'Zero Tolerance' posters to promote written accuracy.</p> <p>Departments nominate the extended writing task, which they will carry out with each year group. Subsequent mapping by Literacy Coordinator (LC).</p> <p>Students have opportunities in lessons, across the curriculum, to develop more extensive pieces of writing over time</p>	<p>All teachers use a range of strategies that help students produce extended, quality writing, read with confidence and proficiency and use ambitious SPaG.</p> <p>All students are using these key literacy skills in their learning, becoming more able and resilient readers and writers. This leads to strong progress over time.</p> <p>There is a positive atmosphere exists in the school towards reading and extended writing. Parents are more involved in their child's learning and understand how they can use a range of strategies at home to</p>	<p>Professional development programme published – RCP</p> <p>Staff training feedback surveys – RCP.</p> <p>Attendance records for training events – RCP.</p> <p>Mapping document produced – JAW.</p> <p>Quality of Teaching QAs monitored in line with published schedule – RCP, JAW, SLT and HODs.</p>

		<p>Sept to Oct 2016.</p> <p>Start in Sept 2016 and ongoing throughout 2016-18.</p> <p>Spring term 2017.</p> <p>Start in Oct 2016 and ongoing throughout 2016-18.</p> <p>On-going throughout 2016-18.</p>	<p>using a recommended sequence for teaching writing plus crafting and editing. Lessons <u>explicitly</u> teach editing and redrafting to produce 'quality' writing.</p> <p>Creation and distribution of extended writing posters to be used as an aid to teaching along with other resources.</p> <p>Follow-up development sessions in place that allow staff to reflect on their practice. Good practice is identified in different areas of the curriculum, along with practical ideas that teachers can use.</p> <p>Extended writing becomes a regular feature of teaching across the school.</p> <p>LC sets up an extended writing competition for the Spring term 2017 to promote it across the school.</p> <p>Links with home are in place and parents receive information through workshop sessions on how to support their child with extended writing.</p> <p>Student Literacy Leaders support KS3 students and create fun and engaging SPAG resources to deliver to KS3 students during registration sessions.</p>	<p>facilitate their child's progress.</p>	
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		<p>Sept – Dec 2016.</p> <p>Sept to Oct 2016.</p> <p>Start in Sept 2016 and ongoing throughout 2016-18.</p> <p>Start in Oct 2016 and ongoing throughout 2016-18.</p>		<p>Reading</p> <p>CPD is delivered in the autumn term as part of the T&L carousel, which aims to develop the teaching of reading for meaning. Follow-up sessions, that allow staff to reflect on their practice, take place in T&L time.</p> <p>Creation and distribution of reading for meaning posters to be used as an aid to teaching.</p> <p>Explicit use of reading for meaning strategies becomes a regular feature of teaching across the school.</p> <p>Links with home are in place and parents receive information through workshop sessions on how to support their child with reading for meaning.</p>		
<p>1.3 To develop and implement whole-school mathematics guidance for staff in order to support students' mathematical understanding e.g. consistent language, use of terms, calculation methods, consistency in how mathematical concepts are presented and</p>	<p>EMM</p>	<p>Sept – Oct 2016</p> <p>Start in Nov 2016 and on-going throughout 2016-18.</p> <p>Start in Nov 2016 and on-going throughout 2016-18.</p>	<p>TLR for Mathematics across the curriculum post.</p> <p>Administrative / resource costs: £100.</p>	<p>Mathematics across the curriculum audit completed, detailing where and how mathematics is used in other subjects across the school.</p> <p>All staff use consistent mathematical language, terms and calculating methods across the school.</p> <p>All staff use consistent mathematical presenting and graphical techniques across the school.</p>	<p>All staff understand that everyone has a responsibility to encourage and develop numerical competence. Students are more competent when tackling numerical and problem solving questions in all areas of the curriculum.</p>	<p>Mathematics across the curriculum audit – EMM.</p> <p>Quality of Teaching QAs monitored in line with published schedule – RCP, SLT and HODs.</p>

appropriate use of graphical techniques.		Start in Nov 2016 and on-going throughout 2016-18.		Cross-subject mathematics guidelines for students are designed and implemented.		
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Core Aim 2

Raise the academic achievement and personal development of every young person and eliminate performance gaps, through a high quality co-operative approach to teaching and learning that is challenging, exciting, inspiring and engaging.

Strategic action	Lead	Timescale	Estimated cost	Success criteria	Impact	Monitoring and evaluation
<p>2.1 To ensure that progress and achievement data is accurate, carefully monitored and used to drive early interventions to enable all students to meet or exceed expected levels of progress.</p>	RFW	All actions are on-going throughout 2016-18.	<p>SIMS and SISRA subscription costs.</p> <p>Salary costs for Data Manager.</p>	<p>All teaching staff understand and meet the requirements of our assessment system and data collection cycle.</p> <p>Progress and achievement of students is accurately tracked, analysed and action is put into place efficiently when required.</p>	All students make exceptionally strong progress that exceeds students nationally and allows them to compete against the top students globally.	<p>Monitoring entry of data into SIMS as calendared – HODs and RFW.</p> <p>Data is verified and moderated within departments using regular marking and assessment – HODs and SLT.</p> <p>HODs report departmental progress to the HOYs, identifying potential areas of concern and how this is being tackled within the department.</p> <p>Progress reports to SLT following each data collection point – HOYs and HODs.</p>
<p>2.2 To develop a co-operative approach to teaching and learning, using Kagan structures, to facilitate high levels of challenge, engagement, independence and resilience, to close the achievement gaps and</p>	RCP	<p>Wave 1: Sept 2016</p> <p>Wave 2: Oct 2016</p> <p>Wave 3: Sept 2017</p> <p>Wave 4: Oct 2017</p>	<p>Wave 1-4 training costs: £4000</p> <p>Kagan Co-operative Learning texts: £2000</p>	<p>All teachers have completed Wave 1 and 2 Kagan training in 2016-17.</p> <p>All teachers have completed Wave 3 and 4 Kagan training in 2017-18.</p> <p>The Nov 2016 and Feb 2017 QAs of teaching and learning,</p>	All students have the opportunity to develop their collaborative and independent learning skills through a high quality and well-planned co-operative approach to teaching and learning, to enable all students to be challenged, engaged and allow them to	<p>Quality of Teaching QAs, Curriculum Leader Files and progress check data monitored in line with published schedule – RCP, SLT and HODs.</p>

<p>enable all sub-groups of students to make strong progress and achieve well.</p>		<p>QA of teaching and learning to take place in Nov 2016 and Feb 2017 during 2016-17 and Nov 2017 and Feb 2018 during 2017-18.</p>		<p>show that co-operative learning is a frequent feature of lessons.</p> <p>Student voice feedback in the Nov 2016 and Feb 2017 QAs of teaching and learning, show that co-operative learning is a frequent feature of lessons.</p> <p>The Nov 2016 and Feb 2017 QAs of teaching and learning, show that all lessons are challenging and pacey, with high levels of student engagement.</p>	<p>successfully move their learning forward and make expected or greater than expected progress.</p>	
<p>2.3 To further improve outcomes for disadvantaged students, particularly boys and those that are upper band, and eliminate any gaps in progress and achievement between them and their peers.</p> <p><i>Full and detailed action plan is available.</i></p>	<p>RCP MAT</p>	<p>All actions are ongoing from Sept 2016 to July 2018</p>	<p>Supported through the Pupil Premium budget – full details are available in the Pupil Premium Action Plan.</p>	<p>All teachers and teaching assistants are aware of who the disadvantaged students are, what their role is and details are recorded clearly in mark books.</p> <p>Teachers differentiate all lessons and utilise Kagan co-operative learning structures to maximise engagement and learning opportunities all disadvantaged students</p> <p>100% of disadvantaged students' exercise books and assessed work to be marked in detail, in-line with the school marking policy – there is no difference in marking frequency and feedback quality with non-disadvantaged students. These exercise books are always marked first.</p>	<p>Disadvantaged students achieve and progress at least as well as their peers both in school and nationally, significantly improving their life chances.</p>	<p>Monitoring of the progress and attainment of disadvantaged students is in-line with autumn, spring and summer data checks – RCP, MAT, HOYs and HODs</p> <p>Quality of Teaching QAs monitored in line with published schedule – RCP, SLT and HODs.</p> <p>Reports to governing body each term on impact of interventions and progress/attainment data – RCP and MAT.</p> <p>Overall annual evaluation of success in the Exam Analysis each September – HODs and AMP.</p>

				The progress and achievement of all disadvantaged students is closely tracked, analysed and appropriate support/intervention is implemented quickly to ensure that disadvantaged students meet or exceed expected levels of progress.		
2.4 To further improve outcomes for upper band students, particularly disadvantaged students and boys, to ensure that their progress and achievement exceeds that of upper band students nationally.	RCP HOYs RFW	Ongoing from Sept 2016 to July 2018	Training costs met through the T&L budget.	<p>All teachers and teaching assistants are aware of who the upper band students are, what their role is and details are recorded clearly in mark books.</p> <p>All teachers differentiate all lessons, utilise Kagan co-operative learning structures and provide opportunities to extend learning to maximise engagement and challenge for all upper band students.</p> <p>The progress and achievement of all upper band students is closely tracked, analysed and appropriate support/intervention is implemented quickly to ensure that all upper band students exceed expected levels of progress.</p>	Upper band students make exceptionally strong progress that exceeds upper band students nationally and allows them to compete against the top students globally.	<p>Monitoring of the progress and attainment of upper band students is in-line with autumn, spring and summer data checks – RFW, HOYs and HODs</p> <p>Quality of Teaching QAs monitored in line with published schedule – RCP, SLT and HODs.</p> <p>Reports to governing body each term on impact of interventions and progress/attainment data – RJD</p> <p>Overall annual evaluation of success in the Exam Analysis each September – HODs and AMP.</p>
2.5 To further improve outcomes for boys, to eliminate any gaps in progress and	RCP HOYs RFW	Ongoing from Sept 2016 to July 2018	Training costs met through the T&L budget.	Teachers differentiate all lessons and utilise Kagan co-operative learning structures to maximise engagement and accessibility for all boys.	Boys achieve and progress at least as well as girls both in school and nationally, significantly improving their life chances.	Monitoring of the progress and attainment of boys is in-line with autumn, spring and summer

<p>achievement between themselves and girls.</p>				<p>100% of boys' exercise books and assessed work to be marked in detail, in-line with the school marking policy – there is no difference in marking frequency and feedback quality with girls</p> <p>The progress and achievement of all boys is closely tracked, analysed and appropriate support/intervention is implemented quickly to ensure that boys meet or exceed expected levels of progress.</p>		<p>data checks – RFW, HOYs and HODs</p> <p>Quality of Teaching QAs monitored in line with published schedule – RCP, SLT and HODs.</p> <p>Reports to governing body each term on impact of interventions and progress/attainment data – RJD</p> <p>Overall annual evaluation of success in the Exam Analysis each September – HODs and AMP.</p>
<p>2.6 To further improve outcomes for students with SEND to ensure that their progress and achievement exceeds that of SEND students nationally.</p>	<p>HCR RCP HOYs RFW</p>	<p>Ongoing from Sept 2016 to July 2018</p>	<p>Training costs met through the T&L budget.</p> <p>SEND department budget.</p>	<p>All teachers and teaching assistants are aware of who the SEND students are, what their role is and details are recorded clearly in mark books.</p> <p>Teachers differentiate all lessons using guidance from the SEND register, strategies from individual IEPs, evidence-based SEND training and utilise Kagan co-operative learning structures to maximise engagement and accessibility for all SEND students</p> <p>100% of SEND students' exercise books and assessed work to be marked in detail, in-line with the school marking policy – there is no difference in marking frequency and</p>	<p>SEND students make exceptionally strong progress that exceeds the performance of SEND students nationally.</p>	<p>Monitoring of the progress and attainment of SEND students is in-line with autumn, spring and summer data checks – HCR, HOYs and HODs</p> <p>Quality of Teaching QAs monitored in line with published schedule – RCP, HCR, SLT and HODs.</p> <p>Reports to governing body each term on impact of interventions and progress/attainment data – HCR.</p> <p>Overall annual evaluation of success in</p>

				<p>feedback quality with non-SEND students.</p> <p>The progress and achievement of all SEND students is closely tracked, analysed and appropriate support/intervention is implemented quickly to ensure that SEND students meet or exceed expected levels of progress.</p>		<p>the Exam Analysis each September – HODs and AMP.</p>
<p>2.7 To develop a continuity of effective teaching and learning strategies from primary to secondary to enable appropriate challenge from day one to allow all students joining Year 7 to maximise their progress and achievement.</p>	<p>LDD</p>	<p>On-going throughout 2016-18.</p> <p>Visits to local primary schools will take place between Sept-Dec 2016.</p> <p>Staff training will take place in Jan 2017.</p> <p>Visits to local primary schools will take place between Sept-Dec 2016.</p>	<p>Cover costs to support primary school observations: £500</p> <p>Training costs met through the T&L budget.</p>	<p>All staff have the highest expectations for Year 7 students joining the school.</p> <p>Lesson observations of Year 5 and 6 are undertaken in at least three local primary schools to identify transferrable teaching and learning strategies.</p> <p>At least one staff training session is held to share the identified teaching and learning strategies.</p> <p>At least one member of the Maths and English departments have visited at least one local primary school each to familiarise themselves with the KS2 English and Maths curriculum and observe lessons. This will be repeated with KS2 staff visiting Year 7 lessons.</p>	<p>All staff are aware of teaching and learning strategies and skills used in KS2 and are able to utilise and build upon these to ensure appropriate challenge and enable all students joining Year 7 to make strong progress from day one.</p>	<p>Quality of Teaching QAs monitored in line with published schedule – RCP, LDD SLT and HODs.</p> <p>Notes and actions taken during primary school visits – LDD.</p> <p>CPD records and evaluation surveys to show primary-secondary transferable teaching strategies training has been undertaken – RCP.</p> <p>Notes and actions taken during primary moderation visits – LDD, EMM and DAB</p>

		On-going throughout 2016-18.		At least one member of the Maths and English departments have participated in the moderation of KS2 English and Maths work through the local primary school network.		
<p>2.8 To review the whole-school marking and feedback procedures, in light of the DfE working party findings and EEF research, to ensure that all marking and feedback allows students to act on that feedback and successfully move their learning forward, whilst enabling staff to maintain a healthy work-life balance.</p>	RFW	<p>Working party set-up and review will take place between Sept-Dec 2016</p> <p>Recommendations and consultation will take place between Jan-Mar 2017</p> <p>Trial of the new system will take place between May-Jul 2017</p> <p>Full implementation of the new system will start in Sept 2017 and monitoring will be ongoing throughout 2017-18</p>	<p>Training costs met through the T&L budget.</p>	<p>A cross-department working party is set-up and a full review of the school's marking and feedback procedures is undertaken.</p> <p>Recommendations are made and submitted for consultation.</p> <p>Following consultation, a trial of the new marking and feedback procedures is undertaken and reviewed.</p> <p>A new effective and sustainable feedback policy is implemented.</p> <p>The department monitoring schedules show that the new policy is being consistently applied by 100% of staff through Years 7-13.</p> <p>Work scrutinies and student voice surveys show that students in all subjects and all year groups are responding constructively to teacher feedback. 90%+ of sampled books show evidence of this.</p>	<p>Marking and feedback is both frequent and effective and integral to successful teaching and learning – it enables all students to act on feedback, successfully move their learning forward and make strong progress, whilst enabling staff to maintain a healthy work-life balance.</p>	<p>Working party minutes – RFW.</p> <p>Recommendations and consultation documentation – RFW.</p> <p>Staff feedback surveys – RFW.</p> <p>New marking/feedback policy published – RFW.</p> <p>Quality of Teaching QAs monitored in line with published schedule – RCP, SLT and HODs.</p>

<p>2.9 To ensure that all students are set frequent and meaningful homework so they can build on learning in school to enable them to meet or exceed expected levels of progress.</p>	<p>WMS</p>	<p>Launch in Sept 2016</p> <p>Tracking will take place each half term throughout 2016-2018.</p> <p>Parent surveys occur each half term throughout 2016-2018.</p>	<p>£9000 for a three year license .</p>	<p>The new Show My Homework package is successfully launched to staff, students and parents.</p> <p>Show My Homework tracking data shows that all staff in all departments are frequently setting meaningful homework, in line with the homework timetable.</p> <p>Parent voice surveys show that at least 90% of those surveyed feel that their child is receiving frequent and meaningful homework.</p>	<p>All students engage in frequent, meaningful and relevant homework in all subjects, that enables them to build on learning in school and make strong progress.</p>	<p>Half termly 'Show my Homework' analysis reports – WMS.</p> <p>Half termly parent surveys – LDD.</p> <p>Quality of Teaching QAs monitored in line with published schedule – RCP, SLT and HODs.</p>
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Core aim 3

Provide a safe and caring school community that promotes the positive mental health and well-being of everyone.

Strategic action	Lead	Timescale	Estimated cost	Success criteria	Impact	Monitoring
<p>3.1 To ensure that all students are able to recognise safeguarding risks, including those posed through extremism and radicalisation, and know what to do and where to go if they have concerns.</p>	<p>WMS</p>	<p>Completed by end of Sept 2016. Student voice surveys will take place each half term to monitor.</p> <p>Safeguarding and extremism assemblies to take place in Sept 2016 and January 2017.</p> <p>Staff annual safeguarding update completed on 1st Sept 2016 and online training package completed by end of Sept 2016. Updates occur in Jan and Apr 2017. The process repeats in 2017-2018.</p> <p>Completed by end of Sept 2016.</p>	<p>Online safeguarding training programme: £900</p>	<p>100% of students, as evidenced through student voice interviews, surveys and safeguarding data, are clear on the different types of safeguarding risks, including those from extremism and radicalisation, and know what to do and where to go if they have concerns.</p> <p>100% of students have two safeguarding and two preventing extremism/radicalisation assemblies over the academic year.</p> <p>100% of staff have completed their annual safeguarding and preventing extremism/radicalisation training, including completion of the online learning package.</p> <p>100% of staff have read, understood and adhere to the school's Child Protection/Safeguarding Policy and the Preventing Extremism and Radicalisation Policy.</p>	<p>A strong culture of safeguarding exists in the school and with all stakeholders. All safeguarding systems (including roles and responsibilities) are clear, understood and effective, meaning that all students are safe and secure at all times.</p>	<p>Termly monitoring and review of safeguarding data (referrals, open cases etc.) - WMS and JW.</p> <p>Safeguarding training log – GSB and WMS.</p> <p>Termly reports to Full Governors on safeguarding data – WMS.</p> <p>Termly monitoring of parent and student voice surveys - LDD.</p>

		<p>Policy summaries distributed to parents by end of Sept 2016.</p> <p>Safeguarding newsletters issued to parents in Sept 2016, Jan 2017 and May 2017. The cycle will continue in 2017-18.</p>		<p>100% of parents and careers have been made aware of the school's Child Protection/Safeguarding and Preventing Extremism and Radicalisation policies and procedures.</p> <p>A termly safeguarding newsletter is produced and distributed to all parents to highlight topical safeguarding issues and provide advice/guidance on how to support their child.</p>		
<p>3.2 To improve the overall attendance rates of all students, especially those eligible for FSM and with SEND, to over 96%, ensuring early identification of concern and swift intervention and support are in place.</p>	<p>KPD</p>	<p>Sept 2016 – July 2017</p> <p>Sept 2017 – July 2018</p> <p>Sept 2016 – July 2018.</p>	<p>Attendance Officer salary cost.</p> <p>Additional EWO time: £4000 per annum. (Total EWO cost is £12 000 per annum).</p>	<p>Using the school's attendance systems and support structures, the attendance rates of all sub-groups of students is at least 96% and in the second quintile of both all schools and similar schools.</p> <p>Using the school's attendance systems and support structures, the attendance rates of all sub-groups of students is at least 96.5% and in the first quintile of both all schools and similar schools.</p> <p>One additional full day of EWO time is in place to enable swifter intervention and support for FSM students with attendance concerns.</p>	<p>Overall rates of student attendance are consistently high and make a significant contribution to supporting students to make strong progress.</p>	<p>Half termly monitoring of attendance data - KPD and HOYs.</p> <p>Monitoring of student attendance data is in-line with autumn, spring and summer progress checks – KPD, HOYs and HODs.</p>
<p>3.3 To promote the positive mental health and wellbeing of staff</p>	<p>RJD OHT</p>	<p>On-going throughout 2016-18.</p>	<p>Absence reduction will have a net</p>	<p>A year on year reduction in staff absence.</p>	<p>Staff and students are happy, cared for and feel valued, resulting in good</p>	<p>Monitoring of staff absence – RJD, JDC and HMW.</p>

<p>and students to minimise stress and absence, as well as improving teaching, learning and a sense of happiness.</p>		<p>Start in Oct 2016, developed by July 2017 and fully embedded by July 2018.</p> <p>Start in Sept 2016, establish by July 2017 and continue to develop throughout 2017-18.</p> <p>Training course completed by Aug 2016. Year 10/11/12 student group set-up by Dec 2016, review of impact by May 2017 and potential expansion to all year groups from Sept 2017 to July 2018.</p> <p>On-going throughout 2016-18.</p>	<p>benefit on the budget.</p> <p>Catering for staff events - 2016-17: £500 2017-18: £500.</p> <p>Mindfulness training course: £600.</p> <p>Additional counselling services: £3000.</p>	<p>A staff well-being forum is established and meets once per half term.</p> <p>Increased opportunities for staff social events – at least one event per term</p> <p>Following the trial of the staff mindfulness group in 2015-16, embed the practice through a weekly group meeting in 2016-17, the creation of an in-house staff mindfulness handbook and a weekly mindfulness email.</p> <p>One member of staff to have completed the national mindfulness training, to enable the setup of ‘mindfulness for students’ groups, to enable students to develop effective emotional resilience.</p> <p>Increased access for students to Relate counselling services equivalent to three full days per week.</p>	<p>morale and low rates of absence.</p>	<p>Minutes and actions from the staff wellbeing forum – RJD.</p> <p>Mindfulness group handbook, emails and meeting schedule – OHT.</p> <p>Counselling meeting records – HOys and AHOys.</p>
<p>3.4 To continue to ensure that all reasonable and statutory steps are taken to maintain the highest level of health and safety across the school, to minimise, and where possible,</p>	<p>RJD MDP JDC</p>	<p>Completed by end of Sept 2016, with termly updates. The process will repeat in 2017-18.</p> <p>Completed by end of Sept 2016, with</p>	<p>Overall costs are largely attributed to Premises Manager salary.</p> <p>Trip costs are covered</p>	<p>100% of staff are clear on their health and safety responsibilities and support the notion that ‘health and safety is everyone’s responsibility’.</p> <p>100% of staff have read, understood and adhere to the</p>	<p>Plymstock School is a safe environment for staff and students alike. Roles and responsibilities are clear and understood. The school exceeds statutory expectations for health and safety.</p>	<p>Health and Safety Policy reading confirmation records – GSB.</p> <p>School visit records and risk assessments – KPD and LJE.</p>

<p>eliminate, risks to both staff and students' health and safety.</p>		<p>termly updates. The process will repeat in 2017-18.</p> <p>Ongoing throughout 2016-18.</p> <p>Meetings to occur three times per year during the autumn, spring and summer terms for 2016-17 and 2017-18.</p> <p>Completed by Jan 2017, with a follow-up audit in Jan 2018.</p> <p>These occur termly in-line with the Finance and Premises governor committee meetings.</p>	<p>through individual trip funding.</p> <p>Consultancy costs: £1000</p>	<p>school's Health and Safety Policy.</p> <p>All school trips are only planned using the school's trips protocol and are signed off by the Education Visits Coordinator.</p> <p>Continue to develop and embed the effectiveness of the Health and Safety group meetings, ensuring that all departments are represented.</p> <p>An annual external Health and Safety audit is undertaken that confirms that the school exceeds all statutory health and safety requirements.</p> <p>Governors continue to participate in the termly Health and Safety walkabout review.</p>		<p>Minutes and actions from the Health and Safety group meetings – MDP.</p> <p>Health and Safety audit – MDP.</p> <p>Minutes and actions from the Finance and Premises governor committee – JW.</p> <p>Minutes and actions from the Health and Safety walkabout – MDP.</p>
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Core aim 4

Engender respect for individuality, difference, the importance of teamwork and the contribution that every student can make to the life of the school, the local community and the wider world.

Strategic action	Lead	Timescale	Estimated cost	Success criteria	Impact	Monitoring and evaluation
<p>4.1 To continue to develop student leadership opportunities to effectively enable students to meaningfully contribute to whole-school improvement, particularly in the area of teaching and learning.</p>	LDD	<p>Assemblies and tutor group visits to occur during Sept/Oct 2016 and again in Sept/Oct 2017.</p> <p>Completed by the end of Oct 2016. This will be repeated in Sept 2017.</p> <p>Completed by Nov 2016.</p> <p>Completed by Nov 2016.</p> <p>Oct 2016 – March 2017.</p> <p>Oct 2016 – July 2017. A second project will run from Sept 2017 – July 2018.</p>	<p>StLT budget for 2016-17: £500 and for 2017-18: £500.</p>	<p>The newly formed Student Leadership Team (StLT) is firmly established across the school and is widely known by students, staff and parents.</p> <p>The StLT have set up a meeting schedule and meet once every half term.</p> <p>The StLT have designed and implemented a system for gathering student viewpoints and suggestions.</p> <p>The StLT have formulated and published a charter.</p> <p>The StLT have contributed to the whole-school marking and feedback review.</p> <p>The StLT have successfully designed, budgeted and implemented a whole-school improvement project of their choosing.</p>	<p>Students have a genuine voice within the school that is actually listened to and valued. Students play an active part in whole-school improvement.</p>	<p>StLT Charter created – LDD.</p> <p>Minutes from StLT meetings – LDD.</p> <p>Documentation for a StLT whole-school improvement project – LDD.</p>
<p>4.2 To continue to actively promote the fundamental British</p>	<p>KPD LHD DSS DJW</p>	<p>Sept – Oct 2016 and repeated during Sept – Oct 2017.</p>	<p>Funded through staffing and</p>	<p>All staff and students are aware of the importance of our unique British values.</p>	<p>All students are prepared for life in a modern multi-cultural Britain, uphold fundamental British</p>	<p>Records of assemblies – KPD and HOYs.</p>

<p>values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, challenging any behaviours and actions that contradict these values.</p>		<p>Ongoing monitoring throughout 2016-2018.</p> <p>Sept/Oct 2016 and Jan/Feb 2017.</p> <p>Ongoing throughout 2016-18.</p> <p>Completed in Feb 2017 and again in Feb 2018.</p> <p>Ongoing throughout 2016-18.</p> <p>July 2017 and July 2018.</p>	<p>curriculum budgets.</p> <p>British Values week 2017: £100 and 2018: £100.</p> <p>Community Cohesion week 2017: £300 and 2018: £300.</p>	<p>Behaviour data shows that incidents of racist, faith-based and homophobic bullying are rare, and when they do occur are dealt with swiftly, with no further reoccurrence.</p> <p>At least two assemblies focusing on British Values are delivered to all year groups each academic year, including tutor group activities.</p> <p>The school's Life Education and Ethics, Philosophy and Culture programmes continue to embed core British values.</p> <p>Re-establish the annual British Values week to promote the importance of the five key values to all students.</p> <p>Continue to actively promote the National Citizen Service to students in Years 12 and 13, with at least 10 students per year participating.</p> <p>Continue to develop the annual community cohesion week for Year 7 students to expose them to different cultures, beliefs and global issues.</p>	<p>values and challenge behaviours and actions that contradict those values.</p>	<p>Termly monitoring of behaviour data by type – KPD and HOYs.</p> <p>Life Education and EPIC programmes of study – LHD and DSS.</p> <p>British Values week materials and activities – KPD, DJW and LHD.</p> <p>Year 7 community cohesion week programme – DJW.</p> <p>Records of students engaged in the National Citizen Service – WMS and RCL.</p>
<p>4.3 To continue to develop a strong careers education provision that enables all students to realise their aspirations, make informed decisions</p>	<p>LHD</p>	<p>Ongoing throughout 2016-18.</p> <p>July 2017 and July 2018.</p>	<p>Costs are largely met through Careers Advisor salary.</p>	<p>To continue to embed and further improve the school's excellent careers advice, guidance and support provision.</p> <p>To maintain the school's commitment to a one-week</p>	<p>Students are well prepared for their life beyond Plymstock School, have high aspirations for what they can achieve, understand their choices and are able to succeed both now and later in life.</p>	<p>Careers interview records – TLR.</p> <p>Work experience records and diaries – TLR and RL.</p>

<p>about their future and allows them to succeed upon completion of their school career.</p>		<p>Ongoing throughout 2016-18.</p> <p>Launch in Sept 2016 and embed by July 2017. Ongoing throughout 2017-18.</p>	<p>Unifrog package: £1500 per annum.</p>	<p>work experience placement for all students in Year 10.</p> <p>To continue to develop relevant and meaningful work experience opportunities for all students in Years 12 and 13.</p> <p>To implement and effectively utilise the Unifrog computer package.</p>		<p>Life Education programme of study – LHD.</p> <p>Unifrog analysis reports – TLR and WMS.</p>
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Core aim 5

Enable all staff to thrive both personally and professionally, by providing a mutually supportive and professional environment that facilitates opportunities to develop and actively encourages creativity.

Strategic action	Lead	Timescale	Estimated cost	Success criteria	Impact	Monitoring and evaluation
<p>5.1 All staff engage in appropriate and effective professional development, based on the DfE National Standards for Professional Development, to ensure that they develop their pedagogy successfully at both a classroom and leadership level, and enable effective succession planning, to allow all students to make at least expected levels of progress.</p>	<p>RCP RJD</p>	<p>Design and implementation of professional development programme in Sept 2016 and ongoing/review throughout 2016-17. Following review the programme will continue through 2017-18.</p> <p>Middle leadership development programme to start in Nov 2016 and run with a session each half termly through 2016-18.</p> <p>Aspirant senior leadership development programme to start in Nov 2016 and run</p>	<p>All actions are funded through the CPD budget for 2016-17: £25 000 and for 2017-18: £25 000.</p>	<p>The school designs and implements a professional development programme that:</p> <ul style="list-style-type: none"> focuses on improving and evaluating student outcomes, linked closely to school improvement priorities, particularly improving outcomes for SEND, disadvantaged, EAL and upper band students is designed around evidence based research provides opportunities for collaboration internally and between schools <p>A programme of middle leadership development is established, offering six sessions per academic year and provides at least one opportunity for each middle leader or aspirant middle leader to shadow a colleague in a different school.</p> <p>A programme of aspiring senior leadership development is established, offering six sessions per academic year and provides at least one</p>	<p>All staff have the opportunity to relevant professional development that enables them to effectively plan and deliver high quality teaching over time or deliver high quality support systems and structures, which allows all students to successfully move their learning forward and make expected or greater than expected progress.</p>	<p>Professional development programme published – RCP</p> <p>Support staff professional development needs audit and subsequent programme – JDC.</p> <p>Staff training feedback surveys – RCP.</p> <p>Attendance records for training events – RCP.</p> <p>Quality of Teaching QAs monitored in line with published schedule – RCP, SLT and HODs.</p>

		<p>with a session each half termly through 2016-18.</p> <p>Senior leadership secondments to run from Oct-July 2016-17 and Oct-July 2017-18.</p> <p>Support staff professional development audit completed in Sept 2016 and programme implemented by Nov 2016.</p> <p>Staff surveys to occur termly throughout 2016-18.</p>		<p>opportunity for each aspiring senior leader to shadow a senior leader in a different school.</p> <p>Two senior leadership secondment positions for middle leaders provided in 2016-17 and a further two in 2017-18.</p> <p>A support staff professional development audit is undertaken and a programme of relevant and meaningful professional development is implemented.</p> <p>Staff surveys show that at 90%+ of colleagues rate the professional development opportunities at the school to be at least good.</p>		
<p>5.2 To provide opportunities to enhance the provision of high quality teaching and learning at Plymstock School through collaboration with the Plymouth Learning Partnership (PLP), the three Plym Schools (Coombe Dean School, Hele's School and Plympton Academy), the South West Teaching Schools</p>	<p>RCP RJD</p>	<p>Sept 2016 and ongoing throughout 2016-18.</p> <p>Sept 2016 and ongoing throughout 2016-18.</p>	<p>All actions are funded through the CPD budget for 2016-17: £25 000 and for 2017-18: £25 000.</p>	<p>The school has re-engaged in the Plymouth Learning Partnership (PLP) and is supporting other schools in Plymouth to improve outcomes for students across the city.</p> <p>The school builds a close and collaborative relationship with the three Plym schools to sustain post-16 provision in the east of the city and to widen collaborative professional development opportunities for teachers, leaders and support staff.</p>	<p>All staff are provided with the opportunity to work collaboratively with over 40 regional secondary schools, four higher education institutes and the national Challenge Partners network, to develop professionally and to enable all students to successfully move their learning forward and make expected or greater than expected progress.</p>	<p>Challenge Partners Quality Assurance Review – RCP and SLT.</p> <p>Minutes and training materials provided through training and subject networks in SWTSA – RCP</p> <p>Course completion certificates for the Outstanding Teacher and QA Reviewer programmes – RCP.</p>

<p>Alliance (SWTSA) and Challenge Partners.</p>		<p>QAR 2: Nov 2016 QAR3: Nov 2017</p> <p>Sept 2016 and ongoing throughout 2016-18.</p> <p>Sept 2016 and ongoing throughout 2016-18.</p> <p>Achieved by July 2017.</p> <p>Two staff have completed course by July 2017 and a further three by July 2018.</p> <p>Completed over the autumn and spring terms of 2016-17 but achieved by March 2017.</p> <p>Completed by July 2018.</p>		<p>A second Challenge Partners Quality Assurance Review is undertaken for Plymstock School in Nov 2016 and a third in Nov 2017.</p> <p>Any subject department identified as an area to develop accesses Specialist Leader of Education (SLE) support through SWTSA.</p> <p>The EBacc departments are members of the relevant SWTSA subject networks, to enable the sharing of best practice.</p> <p>At least one member of staff at Plymstock School has successfully become a Specialist Leader of Education (SLE) for SWTSA.</p> <p>At least two teachers have completed the Outstanding Teacher Programme in 2016-17 and a further three in 2017-18.</p> <p>At least three members of the senior leadership team at Plymstock School have participated in Challenge Partners QARs in 2016-17.</p> <p>All members of the senior leadership team are trained and qualified as a Quality Assurance Reviewers for Challenge Partners and have undertaken one review each in 2017-18.</p>		<p>SWTSA SLE reports where appropriate – RCP.</p> <p>Post-16 Plym Consortium subject offer – WMS and AMP.</p>
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<p>5.3 To embed the school's refined appraisal system to ensure that the performance and professionalism of all staff is effective in the drive to raise standards, improve outcomes for all students and support career development and aspirations.</p>	<p>WMS</p>	<p>Appraisal cycle for 2016-17 from Sept 2016 to Sept 2017.</p> <p>Appraisal cycle for 2017-18 from Sept 2017 to Sept 2018.</p> <p>Mid-appraisal review points in spring and summer terms.</p>	<p>All actions are funded through the CPD budget for 2016-17: £25 000 and for 2017-18: £25 000.</p>	<p>All staff have two challenging and focused appraisal targets set, linked to whole-school priorities, the national standards and differentiated according to individual roles and responsibilities.</p> <p>All appraisers and appraisees clearly understand and adhere to the calendared review process.</p> <p>All staff who are eligible for UPR are given a third target for a whole-school responsibility linked to one of the seven core school aims.</p> <p>Staff continue to make pay progression where appropriate. However, those that are at risk of not progressing are supported to develop their personal practice.</p>	<p>All staff fulfil their professional responsibilities and meet the required standards linked to their role, responsibility and level of experience, to improve student outcomes and support career development.</p>	<p>Monitoring will occur in line with the published appraisal cycle – WMS, SLT and HODs.</p>
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Core aim 6

Create an enthusiasm for the world beyond the classroom – particularly through the arts, sport, literature and other opportunities to facilitate creativity.

Strategic action	Lead	Timescale	Estimated cost	Success criteria	Impact	Monitoring and evaluation
<p>6.1 To successfully cultivate a lifelong love of reading for pleasure and an appreciation of literature in all students.</p>	<p>DAB RVH</p>	<p>Ongoing throughout 2016-18.</p>	<p>TLR cost for Literacy Enrichment.</p> <p>Library budget and associated salary costs.</p>	<p>Students in Year 7, 8 and 9 (EBACC subjects only for Year 9) participate in 30 minutes daily reading.</p> <p>All Year 7 and 8 students participate in the <i>'Tutor Group Reading Challenge'</i> which is linked to Accelerated Reader.</p> <p>Establishment of Year 7-12 Book Group.</p> <p>Students in Years 7-11 participate in <i>'The Hogwards'</i>.</p> <p>Students shadow the <i>'Carnegie Award'</i> in Years 8-10, discuss and <i>'champion'</i> one book, deliver a presentation at a city-wide event during the Carnegie Day.</p> <p>Students in all year groups have the opportunity to participate in the <i>'Red House Children's Book Award'</i>.</p> <p>Students in Years 7-9 have the opportunity to participate in <i>'The Literacy Leaders' Club'</i> every Monday and Thursday after school.</p> <p>Reading Mentors and Literacy Leaders Club established and embedded.</p>	<p>All students read for pleasure in the lower school. Reading becomes a <i>'habit'</i> for students as they move into upper year groups. The reading culture already established continues to grow.</p> <p>Students are motivated to read due to the competitive element of the school's reading initiative.</p> <p>Students read a variety of books from a range of genres. This introduces them to a wider reading circle and develops their analytical and debating skills, as they discuss the books during the sessions.</p> <p>Students have increased opportunities to access a wide range of literature to develop their reading skills. Speaking and listening and social skills are enhanced.</p> <p>Students' literacy skills are improved which improves their literacy in</p>	<p>Quality of Teaching QAs monitored in line with published schedule – RCP, SLT and HODs.</p> <p>Accelerated Reader data / reading age data – JAW.</p> <p>Records of student participation in enrichment opportunities and clubs – RVH and DAB.</p> <p>Monitoring of reading logs for Hogwards / Reading Awards – RVH and DAB.</p>

				<p>All students across the school have the opportunity to celebrate reading and literature through 'The Reading Festival' During the festival week, students participate in World Book Day celebrations, author visits, assemblies with a literature focus and other reading events.</p> <p>A reading rewards system is embedded for students in Year 7.</p> <p>Establish an annual trip to the WB Studios 'Hogwarts experience' to celebrate student progress with reading and literacy.</p> <p>Engage Year 7 in 'writing for a real audience' producing articles on reading and literacy for the Year 7 Newspaper produced twice a year.</p> <p>All Year 10-11 students participate in independent reading within English lessons.</p> <p>Continue to develop opportunities for author visits and workshops.</p>	all subjects creating greater access to the curriculum.	
<p>6.2 To widen participation and enable students to engage, appreciate and develop their creativity skills through the Performing Arts.</p>	KMC	Ongoing throughout 2016-18.	Department budget and salary costs.	<p>Embed a performing arts curriculum and improve the extra-curricular provision to enable students to successfully develop the transferrable skills, learnt through performance, to build confidence and resilience, so all students, especially the</p>	<p>All students at Plymstock School have the opportunity to develop personally and academically through high quality Performing Arts.</p>	<p>Quality of Teaching QAs monitored in line with published schedule – RCP, SLT and KMC.</p> <p>Records and subsequent review of opportunities and</p>

				<p>most vulnerable and those with SEND, to succeed.</p> <p>Plymstock School becomes a 'Centre of Excellence' for Performing Arts in the city, working closely with professional organisations such as TR2.</p> <p>An annual high quality and professional school show is produced.</p> <p>Further improve the school's community links, particularly local primary schools, through our Performing Arts provision.</p>	<p>The uptake of students choosing to study Performing Arts at both GCSE and A Level increases.</p>	<p>experiences provided through Performing Arts – KMC.</p> <p>Option choice data at both GCSE and A Level – AMP.</p>
<p>6.3 To widen participation and enable students to engage, appreciate and develop their creativity skills through the Expressive Arts.</p>	<p>OHT</p>	<p>Ongoing through 2016-18.</p>	<p>Department budget and salary costs.</p>	<p>The technical skills of students are improved, so that they can creatively employ the formal visual language of Art through a varied range of Art, Craft and Design processes and materials successfully.</p> <p>To raise expectations, to ensure more risk-taking, experimentation and individual creativity in students' work.</p> <p>Students are provided with more information about, and contact with, the working world of the Visual Arts, in order to inspire them to value and to pursue careers in this sector of the economy.</p> <p>To enable ALL students in ALL year groups to experience first-hand cutting edge Art, Craft and Design from around the</p>	<p>All students at Plymstock School have the opportunity to develop personally and academically through high quality Expressive Arts.</p> <p>The uptake of students choosing to study Art, Craft and Design at both GCSE and A Level increases.</p>	<p>Quality of Teaching QAs monitored in line with published schedule – RCP, SLT and OHT.</p> <p>Records and subsequent review of opportunities and experiences provided through Art, Craft and Design – OHT.</p> <p>Option choice data at both GCSE and A Level – AMP.</p>

				<p>world through gallery visits to see both historical and contemporary work.</p> <p>The quality of Art produced and displayed in the school continues to be a significant strength and area of celebration.</p>		
<p>6.4 To continue to build upon the school's Sports College legacy to widen enrichment opportunities for all students to actively engage in sport.</p>	<p>MAT</p>	<p>Ongoing throughout 2016-18.</p> <p>Consideration for Bitmac refurbishment in Sept 2017.</p>	<p>Department budget and PSSP costs.</p> <p>Refurbishment of the Bitmac: £50 000 (bidding for external match-funding will be required).</p>	<p>The opportunities provided through the Sports College legacy remain at the heart of school life at Plymstock School.</p> <p>To maintain and further develop the breadth and offer of sporting opportunities both within and outside the curriculum.</p> <p>Refurbish the Bitmac to ensure that an additional high quality playing facility is available to support a breadth of sporting opportunities.</p> <p>Maintain the Silver Sports Mark Award status.</p>	<p>All students have the opportunity to successfully engage in a wide variety of sporting opportunities and Plymstock School continues to be recognised as a centre of sporting excellence in the region.</p> <p>The uptake of students choosing to study PE and Sport at both GCSE and A Level increases.</p>	<p>Records and subsequent review of opportunities and experiences provided through PE and Sport – MAT.</p> <p>Option choice data at both GCSE and A Level – AMP.</p> <p>Bid documentation for improvement funding – MAT and JDC.</p>

Core aim 7

Work in partnership with all stakeholders and other educational institutions to provide better transition, recruitment, support services and professional development opportunities, at improved value for money.

Strategic action	Lead	Timescale	Estimated cost	Success criteria	Impact	Monitoring and evaluation
<p>7.1 To ensure the most effective use of available funding to support excellent student outcomes and to exploit any opportunity to increase the funding available for the school to use to support the students.</p>	<p>RJD JDC</p>	<p>Ongoing throughout 2016-18.</p> <p>Bid to be approved by Sept 2016 and work completed by July 2017.</p> <p>Start in Sept 2016 and ongoing throughout 2016-18.</p> <p>Start in Sept 2016 and ongoing throughout 2016-18.</p> <p>Ongoing throughout 2016-18.</p>	<p>Savings will contribute to the whole-school budget.</p>	<p>A staffing review is undertaken to ensure the school budget is balanced and continues to meet the needs of the curriculum and ensures that teaching, learning and wider opportunities for students are supported in both personnel and resources.</p> <p>The school is successful in its capital funding bid to replace the boiler system.</p> <p>Reduced expenditure through the implementation of a department bidding system for curriculum development funds.</p> <p>Reduced expenditure through the implementation of a centralised stock control system for curriculum and administrative consumables.</p> <p>The school continues to save money through collaboration with the three Plym schools to enable bulk purchasing and greater economies of scale.</p>	<p>The school is financially stable, provides outstanding value for money and delivers an excellent quality of education that enables all students to succeed.</p>	<p>Staffing review documentation – RJD, AMP and JDC.</p> <p>Value for money statement – RJD and JDC.</p> <p>Quarterly and annual financial reports – RJD and JDC.</p> <p>Minutes from the Finance and Premises governor committee meetings – JW.</p> <p>Relevant bids for capital funding – RJD and JDC.</p>
<p>7.2 To further develop the school's exemplary primary-secondary</p>	<p>DAB</p>	<p>Ongoing throughout 2016-18.</p>	<p>UPR payments linked to primary engagement.</p>	<p>To maintain the school's current primary-secondary transition process, including</p>	<p>The school's transition programme from primary to secondary is highly effective, in which</p>	<p>Minutes from transition meetings – DAB.</p>

<p>induction programme to ensure that all students making the transition settle well and make strong progress from day one.</p>		<p>Ongoing throughout 2016-18.</p> <p>Review completed during the autumn term 2016 and changes implemented in July 2017.</p> <p>Ongoing throughout 2016-18.</p>	<p>Primary induction budget: 2016-17: £250 2017-18: £250</p>	<p>individually tailored visits to all primary schools.</p> <p>To work collaboratively with primary colleagues to ensure an efficient and clear transfer of KS2 assessment data in light of national changes.</p> <p>Undertake a review of the July primary induction parents' evening, focusing on both content and format.</p> <p>Establish a series of secondary taster experiences throughout the academic year – at least six in 2016-17, increasing to ten in 2017-18.</p>	<p>students are known as individuals, given support to settle quickly and enable them to make strong progress from day one.</p>	<p>Records of student-level information collected through individual primary visits – DAB.</p> <p>Primary induction programme schedule – DAB.</p> <p>Programme of secondary taster experiences – DAB.</p>
<p>7.3 To ensure that parents are true partners in the education of their children during their time at Plymstock School</p>	<p>LDD MFK</p>	<p>Oct – Nov 2016</p> <p>Completed by Nov 2016.</p> <p>Ongoing throughout 2016-18.</p> <p>Audit completed by Oct 2016 and then ongoing throughout 2016-18.</p> <p>Ongoing throughout 2016-18.</p>	<p>Budget to support Parent Forum. 2016-17: £100 2017-18: £100</p> <p>Show My Homework: £9000 for a three-year license.</p> <p>Parents' Evening Booking System: £3000 for a three-year license.</p>	<p>A parent forum is established.</p> <p>A parent forum charter is developed and a calendared meeting schedule agreed.</p> <p>Meeting minutes show the involvement of the forum in contributing to school improvement.</p> <p>An audit of parental skills has been undertaken and there are at least five opportunities for parent-led sessions per year (assemblies, workshops etc...)</p> <p>Parental attendance at each parents' evening is at least 85%.</p>	<p>All parents are fully informed and engaged in their child's education, form a true partnership with the school and actively play a role in whole-school improvement.</p>	<p>Parent Charter – LDD and MFK.</p> <p>Parent forum meeting schedule, agendas and minutes – LDD and MFK.</p> <p>Parental skill audit and programme of parent-led student sessions – LDD.</p> <p>Parents' evening attendance statistics – RFW.</p> <p>Parent survey data – LDD.</p> <p>Show my Homework usage data – WMS.</p>

		<p>Parent surveys occur once per half term and will be ongoing throughout 2016-18.</p> <p>By July 2017.</p> <p>Ongoing throughout 2016-18.</p> <p>Safeguarding newsletters issued to parents in Sept 2016, Jan 2017 and May 2017. The cycle will continue in 2017-18</p>		<p>Parent surveys show that at least 90% of parents view the overall quality of education at Plymstock School to be good or better.</p> <p>At least 90% of parents are using the 'Show my Homework' package weekly.</p> <p>To maintain the curriculum workshops for parents established in 2015-16.</p> <p>To implement a termly safeguarding newsletter.</p>		<p>Curriculum workshop materials – LDD.</p>
<p>7.4 To successfully navigate the national recruitment concerns to ensure that our curriculum is fully staffed with well-qualified and high quality personnel, and that their induction is effective in establishing the expected standards at Plymstock School.</p>	<p>RJD LDD RCP</p>	<p>All changes implemented in the autumn term of 2016 and ongoing through 2016-18.</p>	<p>Recruitment budget for 2016-17: £20 000. For 2017-18: £20 000.</p>	<p>The e-Teach online recruitment service has been successfully implemented.</p> <p>The curriculum is fully staffed with well-qualified and high quality staff.</p> <p>The school promotes its unique '10 reasons to work for us' as part of the recruitment process.</p> <p>A review of the school's interview process leads to an even stronger calibre of Plymstock School staff.</p> <p>A consistent and thorough new staff induction programme is</p>	<p>Plymstock School is fully staffed to meet curriculum need and continues to attract well-qualified, high quality staff who are committed and passionate to improving the life chances of our students.</p>	<p>Recruitment records and interview schedules – GSB.</p> <p>Curriculum/staffing model – AMP.</p> <p>Staff induction programme – RCP and NJW.</p>

				implemented to establish the expected standards at Plymstock School and enable all new staff to meet those standards.		
<p>7.5 To investigate and explore the opportunities offered through the formation of a Multi-Academy Trust (MAT) in the local area, to support improving outcomes for students not only within Plymstock School but across the city of Plymouth.</p>	<p>RJD</p>	<p>Completed in Sept 2016</p> <p>Autumn term 2016.</p> <p>Autumn term 2016 and then on-going through 2016-17.</p> <p>Autumn term 2016 – spring term 2017.</p> <p>Spring term 2017.</p> <p>Ongoing through 2016-17.</p> <p>Sept 2017 onwards.</p>	<p>Costs are currently unknown but the legal fees and administrative costs are estimated to be approx. £10 000.</p>	<p>A meeting has taken place with the Regional Schools Commissioner office to discuss the Plymouth context and possible options.</p> <p>An awareness raising session/discussion is held with staff and governors.</p> <p>Set up a staff and governor focus group on MAT formation, looking at structural, financial and staffing implications.</p> <p>Meet with local schools in the city to explore potential options for MAT formation.</p> <p>If an agreement can be reached, produce a Memorandum of Understanding (MoU) for school-wide consultation and preliminary approval by the RSC.</p> <p>Ongoing meetings with staff, governors, parents and students.</p> <p>Following a full consultation with all stakeholders, if it is agreed to be the best thing for Plymstock School, then proceed to MAT formation.</p>	<p>Plymstock School makes an informed choice about its own future that enables it to build on its successes, collaborate with other schools in a mutually supportive MAT and make a genuine difference to improving the outcomes of students in the school and across the city of Plymouth.</p>	<p>Minutes from the meeting with the RSC – RJD.</p> <p>Presentation and staff/governor meeting materials – RJD.</p> <p>Minutes of meetings with other schools – RJD and KB.</p> <p>Consultation documentation – RJD and KB.</p> <p>Memorandum of Understanding – RJD and Govs.</p>