

St Joseph's RC High School



School Improvement Plan

2016-17

(v.2 – 21.10.16)

SIP-FULL- 2016-17

Mission Statement & Aims

St. Joseph's is a Voluntary Aided school in the trusteeship of the Salford Diocese, established in 1963 and conducted in accordance with the rites, practices and observances of the Roman Catholic Faith.

The School Mission Statement describes the distinctive nature of St. Joseph's:

***“Our school is a community where Jesus Christ is our role model and his message the guiding principle behind all we do.*”**

Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual.

We develop our potential, celebrate our talents and go forward together in faith.”

The Aims of St. Joseph's RC High School are as follows:

- To use Christ as a model for our personal behaviour, treating every individual with love, respect and fairness.
- To provide wide-ranging and appropriate learning opportunities for pupils of all abilities, so that they can develop their talents in a secure, happy and stimulating environment.
- To establish a framework within which self-discipline can develop and self-esteem be fostered.
- To encourage an understanding of the teaching of the Roman Catholic Church, respect for religious and moral values and an attitude of tolerance and understanding towards other religions, races and ways of life.
- To help pupils to understand the world in which they live and foster an awareness of their responsibilities towards others in their local, national and global community.
- To encourage pupils to acquire knowledge, qualifications and skills relevant to adult life and employment in a rapidly changing world.

St Joseph's School Improvement Plan 2016-17

It is within this context that our School Improvement Plan is written, the aim of which is to ensure that each child realises their full potential – spiritually, academically, socially, morally and culturally, so that they can live life and live it to the full.

Our plan aims to give the St Joseph's community a shared sense of direction and purpose.

Our Plan is based upon:

- Analysis from external performance data
- Recommendations from 2015 Ofsted & Diocesan Section 48 Inspection Reports
- Identified priorities from the school's own self-evaluation processes & review of the 2015-16 improvement plan
- 'Soft' outcomes from Staff Development Day evaluation activities
- National priorities from the DfE and the CES
- Recommendations from the Diocese of Salford, Bolton Local Authority & other advisory bodies

Our Plan is built around 5 key principles:

1. ***Live life and live it to the full*** - our Catholic Ethos
2. ***No child is left behind*** - Achievement of Pupils
3. ***Effective Pedagogy & Practice*** - Quality of Teaching
4. ***Happy, Safe & Secure*** - Behaviour and Safety
5. ***Support, Challenge and Celebrate*** - Leadership and Management

Key Priorities 2016-17

Live life and live it to the full - our Catholic Ethos

5 Ws- Welcome, Word, Witness, Welfare, Worship

- ✓ To maintain & sustain the distinctive nature of St Joseph's as a fully inclusive Catholic community
- ✓ To ensure that the needs of all pupils today are being met in SRE, PSHE and enrichment opportunities

Included in separate 5Ws Improvement Plan

No Child Left Behind- Achievement of Pupils

5 Ws- Welfare

- ✓ 1a: To migrate to the new GCSE exams and Assessment, Monitoring and Reporting systems and processes
- ✓ 1b: To strengthen ownership and use of data by Middle Leaders and by class teachers in order to further 'close the gap' against national indicators and eliminate in school variation both across pupils groups and departments
- ✓ 1c: Ensure our curriculum meets the needs of ALL pupils and ALL abilities at each Key Stage

Effective Pedagogy & Practice - Quality of Teaching & Learning

5 Ws- Welfare, Word and Witness

- ✓ 2a: To develop teaching and learning pedagogy to improve the quality of teaching and learning so that 100% of teachers are achieving Career Stage Expectations in terms of teaching and learning and the leadership of teaching and learning by Easter 2017
- ✓ Increase the level of challenge for ALL pupils and ensure that the Most Able are stretched and challenged in EVERY lesson
- ✓ 2b. To develop Literacy (including Oracy), Numeracy across the curriculum and the LRC
- ✓ 2c. To develop pupils attitude to learning so that they become more independent and resilient learners with a relentless curiosity for learning

Happy, Safe & Secure - Behaviour and Safety

5 Ws- Welcome, Welfare and Witness

- ✓ 3a: To improve overall attendance levels to 96% with a focus on key vulnerable groups
- ✓ 3b: Working with all stakeholders to continue to safeguard the welfare and wellbeing of all pupils (including the behaviour of pupils)

Support, Challenge and Celebrate- Leadership and Management

5 Ws- Welcome, Word, Witness, Welfare, Worship

- ✓ 4a: To ensure that Leadership at ALL levels is outstanding
- ✓ 4b: To maintain & sustain the effective management of the school budget, resources and support staffing
- ✓ 4c: To ensure that governors continue to play their part in St Joseph's journey to become a beacon of excellence for Catholic Education

No Child Left Behind – ACHIEVEMENT OF PUPILS

<p>KEY PRIORITY 1a: To migrate to the new GCSE exams and Assessment, Monitoring and Reporting systems and processes. SLT Lead:K Walsh Govs Committee:Standards and Welfare</p>	<p>SUCCESS CRITERIA:</p> <ul style="list-style-type: none"> Parent staff and pupil literacy of 1-9. Assessment processes transitioned to 1-9. Forecasts are within tolerance of final outcomes. Targets are aspirational and enable school outcomes to be greater than national for similar prior attainment.
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Prioritised Objectives	Actions	Success Criteria / Evidence	Staff Lead (Partners)	Time Frame	Resources	Monitoring	IMPACT Review		
(i)Pupil targets are set using the new 1-9 Assessment system.	Establish aspirational pupil targets for end Y11 for all pupils in the disciplines of English, Maths, EBacc and Open against national outcomes. Staff, departmental and whole school Attainment targets are based against evolving national benchmarks for pupils with the same relative start points.	Aspirational targets set with minimal need for review when national outcomes upgraded annually.	KW/SLT	Nov 16	Time	SLT			
		No pupil has targets that would yield negative P8.	KW/LD	Nov 16	Time	SLT ARR			
		Establish new system for target setting against new KS2 start points.	KW	Oct 16	Time	SLT ARR			
		Attainment targets and KPIs established against national outcomes and reviewed annually.	KW/SLT	Oct 16	Time	SLT ARR			
		SIMS marksheets show both pupil and staff/departmental attainment targets for each given cohort.	KW/LD	Oct 16	Time	SEQA			
(ii)Safeguard validity of basis for judgements	Departments to define new 1-9 skills ladder which can be applied to all Year groups.	1-9 criteria in place for AP1 for each Year group.	SLT/SEQA	Oct 16	Dep time	SEQA			

against the new 1-9 grading system	1-9 skills ladders judgements to be externally calibrated.	HoDs to QA source of validation, including PiXL, LA, hub networks etc. Requests for support to be channelled to LA via SEQA link to HT Final judgements are within tolerance of GCSE outcomes.	SLT/SEQA	Oct 16	Cover for Hub meetings	SEQA			
(iii)Assessment cycle (including standardise and moderate) to be more acutely QA'd at each assessment point.	<p>Baseline assessment data is secure and transition addresses the gaps in pupil knowledge and skills</p> <p>SEQA PTT meeting agenda to include QA against;</p> <p>a)Skills to be assessed and format of assessment.</p> <p>b)Extent to which pupils acquire skills – does the SOW enable pupils to access appropriate grades.</p> <p>c)Standardisation and Moderation process.</p> <p>d) External calibration of judgements, where required.</p> <p>e) Communication to pupils and families re: skills acquisition and deficits.</p> <p>f) Intervention taken in the event of skills deficits.</p>	<p>RoL QLA and other, relevant resources are used by English and Maths to identify deficits on entry .</p> <p>Departmental baselines are based against skills acquired at KS2 on entry.</p> <p>Transition packages address skills deficits identified on entry.</p> <p>Pupils are assessed against appropriate skills at appropriate times as evidenced by reported grades.</p> <p>Quality first intervention delivered at appropriate times.</p> <p>Schemes of Work allow pupils to make progress in line with flightpaths.</p> <p>Pupils are aware of the extent to which skills are acquired, and the areas to improve/how to improve.</p> <p>Staff judgements are in line with peer judgements, in school and within external networks.</p> <p>Sharing good practice as all staff and departments transition to new 1-9 system.</p>	<p>KW/JMo/HoDs</p> <p>SLT/SEQA</p> <p>SLT/SEQA</p> <p>SLT/SEQA</p>	<p>Nov 16</p> <p>Nov 16</p> <p>Nov 16</p> <p>Ongoing to July 17</p>	<p>Time GLS costs £1200 TBC</p> <p>Time</p> <p>Time</p> <p>Time/Dep time</p> <p>None</p> <p>Review time in PTT</p> <p>None</p> <p>Moderation time</p> <p>CPD time</p>	<p>SEQA/ monthly En Ma meetings</p> <p>SEQA</p> <p>SEQA</p> <p>PTT SEQA</p> <p>Dep PTT</p> <p>SEQA</p> <p>Lesson obs/work scrutiny</p> <p>SEQA</p> <p>SEQA</p>			

(iv) Reporting of pupil progress is understood by pupils, families and staff and interventions are acute and timely.	New Assessment Policy defined and presented to Governors.	Policy validated Term 2.	KW	Jan 17	Time	S+W Minutes			
	CPD for staff and Parents' Information Evenings to couple with comprehensive booklet prepared for staff, pupils and families.	Y7-11 Parents' Information Evenings to include Assessment, Monitoring and Reporting information.	KW/MoLs	Jan 17	Time	Calendar			
	Flightpaths validated for English, Maths, EBac and Open subjects to support scrutiny of extent to which pupils acquire skills and rates of progress to achieve target.	Flightpaths available. Schemes of work ensure that pupils acquire skills at timely points so that pupils are able to make progress in line with flight path trajectories.	SLT/SEQA	Ongoing to July 17	Dep PTT time	Dep PTT time			
	Pupil reports to families, and flightpath reports to be defined and validated by SLT.	Interim and Full Reports are available and clearly understood by pupil and families.	KW	Ongoing to July 17	Time	ARR calendar			
	Staff competently engage with Attainment targets, assessment data and flightpaths to inform the need for intervention.	Staff engage with SIMS and SISRA, flightpaths and skills ladder when making judgements on pupil attainment and progress.	KW/SLT/SEQA	Ongoing to July 17	Time	PTT minutes			
		PTT demonstrates clear and timely use of data to inform intervention.	KW/LD/SLT SEQA	Ongoing to July 17	Time	PTT minutes			
(v) PTT process is consistent across all departments and MoL Year groups, processes are sharper and	Expectations for preparation and actions resulting from Year Group PTT pupil reviews is consistent across year groups.	Agree data to be collated and preparation of strategies by MOLS prior to meetings. SLT/MoL meeting to be impact focused.	KW/MSi	Oct 16	Time	MoL PTT minutes			
	New PTT proformas to be prepared for 1-9 and simplified.	Simplified forms to reduce staff workload and focus discussion between	KW/SLT	Nov 16	Time	PTT minutes			

SEQA is IMPACT focused.		HoD/staff SEQA/HoD On actions, interventions and impact.							
(vi)To further train key Governors in the effective use of data.	Key 'Data Champion' Governors to be identified to training on external data, including RoL plus internal tracking and monitoring systems. EXTERNAL STANDARD TRAINING WITH LOCAL SCHOOLS	Improved level of data challenge during PTT and Governors' Standards and Welfare meetings.	KW/LD/Governors	Ongoing – July 17	Time	KW / Governors – meeting minutes requests			

KEY PRIORITY 1b: To strengthen ownership and use of data by Middle Leaders and by class teachers in order to further ‘close the gap’ against national indicators and eliminate in school variation both across pupils groups and departments.

SLT Lead:K Walsh

Govs Committee:Standards and Welfare

SUCCESS CRITERIA:

- HoDs and MoLs model a ‘bottom up, informed’ approach to SEQA.
- Interventions are driven by quality data both in the classroom, at departmental and at whole school level.
- Year on year Gaps Closing in KPIs
- Reduced variability in outcomes between pupil groups in school and against national indicators.

Prioritised Objectives	Actions	Success Criteria / Evidence	Staff Lead (Partners)	Time Frame	Resources	Monitoring	IMPACT Review		
(i)Middle Leaders have an acute understanding of all Attainment and Progress Measures.	Gaps in Data Literacy are identified within the staff appraisal process and are included within objectives, where relevant	Bespoke CPD (in addition to staff CPD) delivers improved staff data literacy.	SLT/SEQA links	Oct 16	Appraisal time	Appraisal objectives			
	Formal and ‘drop in’ style CPD in Attainment and Progress Measures, plus the use of data to be held.	Middle leaders are fully informed of the status of pupil progress within their actions. Interventions are data lead.	KW/JMo/LD	Ongoing to July 17	CPD/time SISRA £1500pa SMID £1600 TBC	CPD calendar SEQA & PTT minutes / SLT			
	Marksheets are refined to include all data required to form accurate judgements.	New specification monitoring covers all key components at each Assessment Point.	KW/LD	Dec 16	Time	SLT/SEQA data scrutiny			
(ii)Middle Leaders make informed decisions within	Accurate pupil progress data is available for each pupil, both in terms of summative grade data	Failure of acquisition of skills is identified by class teachers, and conveyed to pupils and families.	SEQA/SLT	Ongoing to July 17	Time	PTT minutes			
			KW/SEQA		Time				

their area to support pupil progress and staff development.	and formative, skills-based data.	Teacher assessment judgements are validated for current data, and staff use flightpaths to support pupil forecasts.		Ongoing to SEQA 16		Outcomes v final forecasts			
		HoD has continuous, accurate overview of pupil attainment and progress at all levels.	SEQA/SLT	Ongoing to July 17	Time	Outcomes v final forecasts			
	PTT HoD/class teacher discussions quickly identify both underachievement and the skills required to improve progress.	Class teacher informs of interventions to address skills gaps during PTT. The impact of such interventions informs the next wave of intervention at the appropriate level. Trends improve over time.	SLT/SEQA	Ongoing to July 17	Time	Outcomes v final forecast			
	HoDs readily identify and challenge underperformance by class and pupil group, and make informed decisions to address underperformance trends.	Impact of class teacher intervention and strategies identified inform Departmental PTT meeting with SEQA link.	SLT/SEQA	Ongoing to July 17	PTT time	PTT minutes			
		Consistency in the acquisition of skills is observed across classes and across the year groups	SEQA/SLT	Ongoing to July 17	Time	PTT minutes/lessons obs/work scrutiny			
(iii)SLT readily identify underperformance and take timely, appropriate action to safeguard pupil outcomes compared to their peers nationally.	SEQA link PTT concerns are shared at SLT to safeguard pupil outcomes.	Underperformance trends are quickly identified and good practice shared.	SLT	Ongoing to July 17	Time	SLT minutes			
	Pupil options choices maximise outcomes for pupils, departments and whole school.	Pupils in EBac and Open options make progress that is at least in line with pupils with similar start points nationally, and is relatively unaffected by changing entry patterns nationally.	KW/SLT	April 17	Time	Timetable/ outcomes			
	Strategic action is taken where forecasts suggest cause for concern in	Improving forecast in trends.	SLT	Nov 16	ITQ costs £8k TBC	Outcomes			

	achieving whole school targets.	Impact can be observed at pupil level in the event of Curriculum Modification.							
(iv) To ensure that gaps for disadvantaged pupils, SENk pupils, and gender are closing rapidly and at least in line with national	<p>Department PTT data reviews highlight gaps and appropriate strategies to close them.</p> <p>Disadvantaged Action Plan embedded, reviewed and evaluated.</p>	<p>PTT Date for department, year group and whole school</p> <p>Action Plan review meeting minutes</p>	<p>KW (HODs)</p> <p>RW (PPG Panel)</p>	<p>Nov 2016 ff</p> <p>Nov 2016ff</p>	<p>Time</p> <p>Time</p>	<p>Who? Govs S&W</p> <p>How? Minutes/ Meetings</p>			

No Child Left Behind – ACHIEVEMENT OF PUPILS

KEY PRIORITY 1c: Ensure our curriculum meets the needs of ALL pupils and ALL abilities at each Key Stage.

SLT Lead: M.Graham

Governor Committee: Standards & Welfare

SUCCESS CRITERIA:

- A school curriculum which fully meets the needs of lower ability pupils.
- To have an offer including appropriate non GCSE courses.
- To have a range of extra-curricular activities which fully challenge our pupils.
- To offer a relevant number of GCSEs appropriate to a pupils ability and the government’s reporting requirements.

Prioritised Objectives	Actions	Success Criteria / Evidence	Staff Lead (Partners)	Time Frame	Resources	Monitoring	IMPACT Review		
							AUTM	SPRING	SUM
(i)To ensure the school curriculum fully meets the needs of lower ability pupils.	To continue and develop the Curriculum Review begun last year		MGM	Mar 2017	Time	Feedback to SLT 20 Oct 2016			
	Timed implementation plan in place	Calendared meetings to occur	MGM	Within 1 week of meetings.	Time & admin support	Feedback to SLT 20 Oct 2016			
	To look at the latest research and current Governmental requirements.	Documented Outcomes notes to be produced.	MGM	July 2017	Time	Curriculum review group			
	To consult with stake holders (inc Pupil Voice)	Curriculum matches current thinking.	MGM	Feb 2017	Time & admin support				
	To have external validation of the curriculum model	Seek feedback from HofD, staff, parents, pupils, Governors	MGM	Mar 2017	Time	Curriculum review group Mar 2017			
	To develop a prosed curriculum that develops over the next 2 years in line with Government changes.	Feedback from other Catholic school via Boscep & External consultant (Ed de Mid ?)	MGM	July 2017		Feedback to SLT 19 Jan 2017			
	Consider staffing implications on a 1, 3 & 5 year timescale.	Curriculum matches changes over time.	SLT			Curriculum review group			

(ii) To offer lower ability pupils a curriculum which maximises their qualifications and skills.	To review each year the QCA accredited qualifications lists.	HofDs building a variety of courses into their offer.	MGM	March 2017	HofD time	Report at SLT meeting Mar 2017			
	Build on and expand alternatives to GCSE courses	Curriculum review group to agree a broad and balanced offer.	MGM	17 Nov 2016	Time	Update SLT Dec 2016			
	To audit current staff skill sets against the needs of the foundation learners.	Register of staff skills is up to date.	MGM	Nov 2016	Time	Curriculum review group			
	To continue to investigate collaborative opportunities with other schools/ institutions to cater for the needs of the foundation learners.	Staff retrained to deliver new courses as appropriate. Joint delivery of courses as appropriate.	MGM	June 2017 July 2017	£4000 INSET costs £3.000 ??? SLA	Update SLT 9 May 2016 Curriculum review group			
(iii) To have a curriculum which provides appropriate 'stretch' for academically able pupils	To continue to monitor the current stretch pupils and to monitor and review the new system for Yr 10	To have a curriculum which maximises pupil opportunities and reporting requirements.	MGM	19 Jan 2017	Staffing?	Curriculum review group			
(iv) To be a school where ICT is used to enhance the learning of all pupils.	1. The infrastructure should be sufficiently robust to meet the needs of a community of >1000	Virtual network is backed up by up to date equipment	MGM	June 2017	£40,000	FPS Termly updates			
	2. The infrastructure should be flexible enough to adapt to the ongoing changes in education, software and technology	A Rolling Replacement Programme is established and funded.	MGM	Dec 2016	£20,000	FPS Termly updates			
	3. The school's systems should reflect the latest understanding of how ICT enables pupils to make progress.	Governors' approval and finance is obtained for a plan to implement infrastructure improvements.	MGM	OCT 2016	£30,000	FPS Termly updates			

	4. That parents, pupils and staff will be able to access information (including progress data and curriculum materials) from appropriate locations and by the safest means most suited to their needs.	The ICT Steering Committee continues to meet regularly. A home working solution is expanded to more staff. . A VLE or equivalent is investigated.	JB JB JB	Dec 2016 Christmas 2016 Easter 2017	Time & Admin support £1,000 Time £16,000	ICT Steering Committee Termly meetings MGM Weekly meetings ICT Steering Committee Termly meetings			
(v)To evaluate the impact of the new Curriculum	To facilitate staff in the use of a Tested curriculum to prepare pupils for the new requirements To continue and develop the Curriculum Review begun last year	Greater use of a Tested curriculum as evidenced from S of W and Learning walks Amended curriculum in place for Sept 2017	MGM MGM	Easter 2017 Sept 2017	Time TIME	Who? SLT How? SEQA Who? SLT curriculum group How? Timetabled meetings			

Effective Pedagogy & Practice – **QUALITY OF TEACHING & LEARNING**

KEY PRIORITY 2a: To develop teaching and learning pedagogy to improve the quality of teaching and learning so that 100% of teachers meet appropriate career stage expectations in terms of teaching and learning and the leadership of teaching and learning by Easter 2017

Increase the level of challenge for ALL pupils and ensure that the Most Able are stretched and challenged in EVERY lesson

SLT Lead: JMO

Govs Committee: Standards and Welfare

SUCCESS CRITERIA:

- KPIs: 100% of teachers meet career stage expectations in terms of teaching and learning and leadership of teaching and learning. No members of staff will require Individual or Middle Leadership Support programmes by Easter 2017

Prioritised Objectives	Actions	Success Criteria / Evidence	Staff Lead (Partners)	Time Frame	Resources	Monitoring	IMPACT Review		
							AUTM	SPRING	SUM
(i) Develop and improve T&L pedagogy across the school.	Plan and deliver CPDF to develop teaching and learning and establish a culture of sharing good practice (see T&L CPDF action plan). Further develop the use of IRIS connect across the school. Deliver CPDF and Share and Show encourage pupil led learning and learning to learn strategies. Deliver CPD on Growth Mindset and metacognition (evidenced as having a high impact on pupil outcomes EEF toolkit).	Lesson observations demonstrate that all teachers and leaders of T&L are meeting career stage expectations in terms of: <ul style="list-style-type: none"> • Classroom climate that is conducive to learning is evident from lesson observations. • The layout of classrooms promote independent and pupil led learning. • Levels of challenge-providing additional challenges in classwork and extended work. 	JMO	September 2016-ongoing	Time – use of Tuesday night CPDF meeting time Cost as necessary For external CPDF £2000 For PiXL	SLT/Middle Leaderships Through SEQA Activities and outcomes.			

	Further develop the use IRIS connect across the school and deliver training to staff.	<ul style="list-style-type: none"> • Teacher expectation and level of challenge in lessons increases, providing differentiated learning that challenges every pupil in the class in relation to their starting point • Collaborative, pupil led and independent learning • Questioning • Assessment for learning • AGT pupils make good progress relative to their starting point. • Pupils demonstrate independence, resilience and relentless curiosity in their learning • Pupils acquire metacognitive skills to support their learning. 							
		<p>Staff use IRIS Connect, either independently, in their triads and by July 2017 every member of staff will have engaged with the IRIS software.</p> <p>Make connections with staff at other school using IRIS connect in order to further share good practice.</p>	JMo		<p>Year 2 £4,527.93+ admin £40.00</p> <p>Year 3 £4,527.93+ admin £40.00</p> <p>Time CPDF and observations</p>	<p>SLT/Middle Leaderships</p> <p>Through SEQA Activities and outcomes.</p>			

		<p>T&L is at least good in all departments, including English and Maths.</p> <p>Less variability in outcomes across departments. Outcomes in all subjects are in line with National Outcomes for 2017.</p> <p>Gaps continue to close for all vulnerable groups, including SEND, PPG, low ability and Most Able pupils</p>							
	Further develop the understanding and skills of all staff to carry out SEQA activities including, work scrutiny, work sample, individual work scrutiny, pupil voice and data analysis to monitor and evaluate the quality of T&L over time.	<p>Staff have a full understanding of @What a Brilliant St. Joseph's Lesson' looks like and understand what they need to do to further develop their own T&L.</p> <p>There is less variance in the leadership and improvement of T&L across the school.</p>	JMo		Time	SLT			
(ii)	Develop staff skills to further improve T&L and other whole school focuses through distributed leadership. Offer voluntary CPDF opportunities to staff to lead on whole school projects.	<p>Succession planning is achieved.</p> <p>Staff development is offered for leaders to develop their skills further and build their CV by having impact on whole school projects.</p> <p>Whole school projects will impact on T&L and other whole school focuses (project dependent)</p>	JMO and staff leads (TBC)	October 2016 ongoing	£1000 (approx.) for cover costs and any costs involved in leadership projects	SLT			

(iii)	Write, implement, monitor and evaluate a new Homework Policy and the impact it has on pupil progress.	Book scrutinises and work samples monitor and evaluate the impact of homework on pupil progress and demonstrate that differentiated homework enhances progress and further challenges the pupils.	MGM	.	Time	SLT			
	Investigate online Homework software e.g. Doodle, Show My Homework.	Quality and consistency of homework improves and is monitored and evaluated effectively.	MGM		Time and Costing £16,000??	SLT			
(iv)	Implement, monitor and evaluate a Most Able Action Plan and Policy	<p>Lesson observations demonstrate that the Most able are stretched and challenged.</p> <p>Enrichment opportunities are in place to engage the Most Able.</p> <p>Additional enrichment opportunities available for all pupils in order to provide additional challenge.</p> <p>School achieves the NACE Challenge Award Mark</p>	JMo		<p>Time/ costing for enrichment.</p> <p>NACE membership annual fee £235</p>	SLT			
(v)	Develop a more open and transparent culture to the improvement of T&L and sharing of good practice	<p>Remove lesson observation judgements</p> <p>Appraisal is adjusted to accommodate the removal of T&L judgement, yet still holds staff to account for the quality of their T&L.</p>	JMo	Sept 2016-ongoing	Time	SLT			

Effective Pedagogy & Practice – **QUALITY OF TEACHING & LEARNING**

<p>KEY PRIORITY 2b: To develop Literacy (including Oracy), Numeracy across the curriculum and the LRC.</p> <p>SLT Lead: JMO Governor Committee: Standards & Welfare</p>	<p>SUCCESS CRITERIA:</p> <ul style="list-style-type: none"> Literacy and numeracy is evidenced in T&L across the curriculum and the LRC is an operating library and resource for T&L
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Prioritised Objectives	Actions	Success Criteria / Evidence	Staff Lead (Partners)	Time Frame	Resources	Monitoring	IMPACT Review		
							AUTM	SPRING	SUM
(i)To develop Literacy, Numeracy across the curriculum and the LRC	Implement, monitor and evaluate a Literacy and a Numeracy action plan to further develop literacy and numeracy across the curriculum.	Literacy and numeracy across the curriculum is evident in lesson observation, learning walk and open door week feedback. Pupil literacy and numeracy improves as demonstrated by data capture for maths and English	RCB and MW	October 2016-ongoing	Action Plans costings	JMo/SLT			
	Literacy and numeracy to be a focus during lesson observations and the feedback form is pre-populated asking observers to comment on these areas of focus.	Work scrutiny demonstrates literacy and numeracy focus within lessons and pupils learning. Literacy and numeracy development days planned throughout the year.	JMo	November 2016-ongoing	Time	SLT			
	Implement, monitor and evaluate an action plan for the development of the LRC.	Pupils with low literacy and numeracy receive support and show improvement as a result of the support. LRC is used as a Library, pupils attend at lunchtimes,	RCB	Summer Term 2016-ongoing	Action Plan Costings- £2500	JMo/SLT			

		<p>books are available to borrow and the LRC becomes a bookable resource for teachers to use in class.</p> <p>LRC, Literacy and Numeracy focus, competition included in the weekly newsletter.</p>							
(ii) Oracy Development	<p>Develop Oracy across the curriculum by introducing an Oracy qualification</p> <p>Have SALAD days (one per term) for all KS3 learners.</p>	<p>Pupils will become more confident in oracy and more articulate in the speaking and writing- evidenced through work scrutiny, pupil voice and lesson observations.</p> <p>Pupils will use Oracy in every lesson (one day per term)</p>	???	Citizenship	Autumn term 2-ongoing	PiXL Edge £500		JMO	

KEY PRIORITY 2c: To develop pupils' attitude to learning so that they become more independent and resilient learners with a relentless curiosity for learning

SLT Lead: JMO

Governor Committee: Standards & Welfare

SUCCESS CRITERIA:

- Pupils demonstrate independence and resilience with a relentless curiosity for learning in their lessons.
- Pupil voice shows that pupils feel more responsible for their own learning and value their learning more.

Prioritised Objectives	Actions	Success Criteria / Evidence	Staff Lead (Partners)	Time Frame	Resources	Monitoring	IMPACT Review		
							AUTM	SPRING	SUM
(i)Encourage a Growth Mindset across the school.	<p>Set up and monitor a 'Growth mindset' working party to plan and map out delivery of the project whole school.</p> <p>Deliver whole school and mindset CPD Programme</p> <p>Invite ex-pupil (successful and unsuccessful – who later on became successful) to speak to pupils.</p>	<p>Implement, monitor and evaluate the effectiveness of the 'Growth Mindset' action plan.</p> <p>Pupils' attitude to learning demonstrates independence, resilience and a relentless curiosity.</p> <p>Pupils learning is not capped by their ability.</p> <p>Pupil outcomes improve, particularly for the most able.</p> <p>Pupils' aspirations for their future are high.</p> <p>Pupils are confident to take risks in their learning and to make mistakes.</p> <p>Teachers praise effort and determination rather than intelligence.</p>	JMO	October 2016- July 2016	OMP Mind Set CPD- £9000 + VAT and Travel expenses (6 days)??	SLT			

		Teacher model 'Growth Mindset in their everyday dealings with pupils. Behaviour for learning and around school improves.								
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KEY PRIORITY 3a: To improve overall attendance levels to 96% with a focus on key vulnerable groups.

SLT Lead: MJS

Governor Committee: Standards & Welfare

SUCCESS CRITERIA:

- Attendance is 96%
- New Rewards and Sanctions scheme embedded and used by all.
- To narrow the gap between vulnerable groups and their peers.
- Persistent absence rates are lowered across the school.

Prioritised Objectives	Actions	Success Criteria / Evidence	Staff Lead (Partners)	Time Frame	Resources	Monitoring	IMPACT Review		
(i)To improve attendance rates by at least 0.5% on 2015-16 in each year group, with a focus on closing the gap for PPG, ST, SEN support.	Awareness raising at year/house/full school assemblies and through forms via e-praise and weekly newsletter.	Increase in Year group attendance on 2015-16.	MSi (MOLS, Bapwest)	Each school census- 3 X per year.	Time/trophies	Who? MSi/Mols/PPC's			
	To implement a new strategic attendance plan	Letters sent out to parents regarding low attendance, parental meetings to discuss low attendance. Increase in PA pupils attendance.	MSi (MOLs)	Termly	Letters/time	How? Daily through PPC tracking and monitoring. Weekly and monthly attendance figure charts. Termly attendance strategy.			
	Use of the PPC's to contact low attending pupils parents and continue to complete Home-Visits as necessary to improve attendance.	Increase in pupil attendance due to an increase in points for high attendees and due the success of home visits.	MSi (MOLs/PPC's)						
	To continue to imbed the rewards and sanctions scheme to promote attendance.		MSi (All staff)		£500 termly. (£100 per year group)				
To work alongside Bapwest/Boscep to promote attendance and best practice in the cluster.	Developed Bapwest attendance plan implemented and reviewed. Improvement in attendance.		MSi (Bapwest)		Time to attend meetings.				

<p>(ii) To continue to implement and review the Rewards and Sanctions scheme.</p>	<p>Working Party as part of the after school meetings cycle.</p> <p>To include attendance as a strand needed for inclusion in the end of year reward trip.</p> <p>Develop the use of e-praise to record rewards and sanctions?</p>	<p>New Rewards and Sanctions scheme embedded into school life and used by all staff, pupils and parents.</p> <p>Increase in attendance and decrease in exclusions.</p>	<p>(PH/CH/PLC/ Pupil Voice)</p>	<p>Implement by October '16.</p> <p>First rewards at Christmas '16.</p> <p>Review in Jan '17 for Easter '17</p>	<p>Cost of rewards?</p>	<p>Who? MSi/PH/CH/PLC</p> <p>How? PLC minutes of meetings. Pupil voice feedback.</p>			
<p>(iii) To improve the punctuality of pupils to school and lessons and lower the persistent absence rate.</p>	<p>To develop, embed and review punctuality strategy, including lunchtime and Headteachers detention for persistent lates.</p> <p>Complete EHA to access Early Intervention Support.</p> <p>Issue penalty notice warning letters.</p> <p>Increase SLT presence on corridors in between lesson change over.</p> <p>Movement bells to be introduced as part of the school day to improve punctuality to lessons.</p> <p>All staff to record class attendance and punctuality on SIMs.</p>	<p>Pupils in school on time and an increase in punctuality.</p> <p>Early support and intervention put in place for persistent absence including legal action if needed.</p> <p>All pupils accounted for during every lesson of the day to minimise internal truancy and safeguarding concerns and maximise learning opportunities. Persistent lateness picked up early by class teachers and pastoral teams.</p>	<p>MSI (SLT/MoIs/PPCs)</p> <p>All staff</p>	<p>Weekly review with intervention if required.</p>	<p>Room '6' needed for late attendees at lunch</p> <p>Time to complete EHA forms and issue penalty notices.</p> <p>All staff to have access to SIMs to log attendance and punctuality.</p>	<p>Who? MSi/MOLs/PPCs</p> <p>How? Weekly attendance data.</p> <p>Every lesson</p>			

<p>KEY PRIORITY 3b: Working with all stakeholders to continue to safeguard the welfare and wellbeing of all pupils. (including the behaviour of pupils)</p> <p>SLT Lead: MJS Governor Committee: Standards & Welfare</p>	<p>SUCCESS CRITERIA:</p> <ul style="list-style-type: none"> • All staff completed up to date level 1 safeguarding training. • All staff to receive and read part 1 booklet from the Dfe on safeguarding. • Pupils, parents and staff to receive e-safety information. • All staff to receive mental health training to raise awareness of issues. • Bullying strategy to be fully implemented to lower bullying rates.
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Prioritised Objectives	Actions	Success Criteria / Evidence	Staff Lead (Partners)	Time Frame	Resources	Monitoring	IMPACT Review		
(i) To ensure all staff have received up to date level 1,2 or 3 safeguarding training.	Safeguarding training completed by all members of staff.	All staff completed up to date safeguarding training.	MSi (Govs- Welfare)	October '16	Time	Who? MSi/AM How? Minutes/ Meetings/ certificate completion.			
	MOLs/PPC's and relevant staff to complete level 2 training.	MOLs/PPC's trained at level 2 safeguarding.		Easter '17	Cover costs if needed.				
	All staff to have received de-escalation/ crisis intervention training.	All staff to have received de-escalation training and to imbed into everyday practice.		September '16	Cover costs if needed/time.				
	SLT to complete level 3 safeguarding training.	All SLT level 3 trained.		Easter '17	Computers/ printers.				
	Staff induction on safeguarding, child protection and 'Prevent'	Every member of staff to have completed 'prevent' online training module.		October '16					
	Increased staff awareness of mental issues affecting children.	All members of staff to have completed an online module regarding mental health awareness from the 'Minded' website.		Nov '16					
(ii) To continue to work alongside external agencies	Early Help Assessments to be completed to access external support and reviewed as required.	EHA completed and external support accessed to improve attendance.	MSI (Mols/PPCs)	Oct '16	Time to complete EHAs and meetings with agencies to discuss pupils.	MSi (MOLs/PPCs) How?			

<p>to support attendance and safeguarding procedures.</p>	<p>Daily contact with Early Intervention Team as appropriate.</p> <p>Close liaison with social workers, EIT, HHT, Camhs, penalty notices to improve pupil attendance.</p>	<p>Low attending pupil attendance increases due to an effective implementation of strategy.</p> <p>External agency support and involvement increases pupil attendance.</p>				<p>Daily/weekly attendance data. Minutes from CAMHs meetings.</p>			
<p>(iii)To continue to implement the schools e-safety policy to pupils, staff and parents.</p>	<p>Information evening for pupils and parents regarding internet security and misconceptions.</p> <p>MOLs to deliver e-safety assemblies.</p> <p>E-safety to be included in PSHE/Citizenship schemes of work through strategy meetings with curriculum leaders.</p> <p>Theatre Production company to present online dangers to Y10 pupils to increase awareness.</p> <p>Staff and governors informed annually of appropriate use of Social Media</p>	<p>E-safety information evening to be included on calendar, attended and evaluated.</p> <p>Pupils to receive a greater understanding of e-safety awareness and ways to stay safe online.</p> <p>Production to be presented and evaluated by pupils and staff.</p> <p>Documentation and training as appropriate</p>	<p>MSi (HH/JD/CH)</p> <p>Mols/MS</p> <p>MgM/RM/SR</p> <p>MS/BF</p> <p>MS</p>	<p>Easter '17</p> <p>Easter '17</p> <p>Nov '16</p> <p>Oct' 16</p> <p>Oct 16ff</p>	<p>Printouts and use of the school hall.</p>	<p>MSi</p> <p>Feedback/attendance.</p>			
<p>(iv)Ensure all adults working with children</p>	<p>New Processes and Procedures in place for all visitors, including extra-</p>	<p>All staff have awareness of and implement new DBS renewal processes.</p>	<p>AM/MSi/MS</p>	<p>Dec 16</p>	<p>Time</p>	<p>Who? AM</p> <p>How?</p>			

meet DBS requirements in line with school policy.	curricular clubs instructors. All supply staff to be informed of where to find safeguarding lead in school.					CSR			
(v)To continue to evaluate nurture provision.	Termly meetings to review the nurture provision and evaluation of impact. Change the access times for KS4pupils to enable lunchtime access.	Vulnerable pupils are accommodated and needs met to improve confidence, self-esteem, attendance or behaviour. KS4 pupils feel supported but do not miss GCSE lessons.	MSI/RW/BC/LP	Dec 16	Meeting time Staff restructure to enable lunchtime provision.	Who? MSI/RW How?			
(vi)To establish new recording processes in line with DfE Bullying Policy	To implement, monitor and evaluate a new bullying policy.	All bullying to be recorded on a central system and the school policy followed to eradicate the problem. All stakeholders made aware of the new policy and procedures in place to deal with aspects of bullying.	MSi/MOLs	Dec '16	Time to spend with bully, victim and contacting parents.	Who? MSi/MOLs How? Monitoring referral document			
(vii)To continue to monitor & support teaching & learning in the classroom	SLT daily walkabout to areas of concern/pupils of concern. SLT urgent referral timetable to triage support with immediate issues. Referral procedure to be embedded and used by all staff including use of sanctions ladder and behaviour standards. Introduction of lesson monitor for behaviour/sanctions.	The level of internal exclusion rate to drop. Low level disruption to be dealt with through school referral procedure. Staff to feel supported through SLT walkabout. Staff use the sanction ladder to develop consistency across the school. Low level disruption to be picked up early by form tutors via lesson monitor on SIMS.	MSi/Mgm SLT Msi/LD	Sept 16 Sept 16 Sept 16 Dec 16	Time Time/ Staff training	Who? SLT/ Mgm/MSi How? Inclusion logging, Daily SLT briefing, SIMS logging.			

(viii)To support positive behaviour during unstructured time.	2 SLT members to be on duty each lunch time with a member of staff.	Level of unstructured internal/external exclusions to drop.	SLT	Sept 16	Time and staff costs.	Who? Mgm/MSi			
	To continue to reduce the length of the lunchtime by working alongside the school day PLC.	The lunchtime has been reduced by 10 minutes for 2016-17. Monitor and evaluate its impact and success with a few to a continued reduction in 2017-18.	SLT	Dec '16	Time	How? Monitoring of inclusion/exclusion data			
	Develop lunchtime extra-curricular activities for pupils to attend across various subjects.		SLT/HODs	Dec 16	Time/staffing costs				
	Develop areas for year groups on the yard to play ball games And develop social seating space through Awards for all Bids.	Pupils to attend and participate or lead sessions to reduce exclusions.	SLT	Oct '16	Equipment costs/balls/benches				
(ix)To further increase SLT visibility and support	SLT daily walkabout to areas of concern/pupils of concern.	Staff to feel supported by high visibility of SLT around school.	SLT	Sept 16	Time	Who? SLT			
	SLT on break and lunch duty.	Reduce the level of unstructured inclusion/ exclusion due to SLT on break/lunch duty.				How? Monitoring of inclusion/exclusion data including urgent referrals.			
	SLT urgent referral/triage support system.	SLT support for urgent referrals.							
	SLT visibility on corridors in-between lessons.	Orderly corridors and movement between lessons.							
(x)To increase the celebration of success, attainment and effort across whole school life.	Half Termly 'award' assemblies to promote success and effort of pupils including academic, sporting and personal success as well as acts of kindness.	Award assemblies to be embedded into school life by staff, pupils and parents.	MSI/MOLs (HODs)	Oct 16	Time	Who? SLT			
	Praise postcards to be used to celebrate success and sent home.	Pupils recognised for every aspect of school life to improve growth mindset across all year groups.				How (SEQA- YR Grp assemblies)			

Support Challenge & Celebrate – LEADERSHIP & MANAGEMENT

<p>KEY PRIORITY: 4a To ensure that Leadership at ALL levels is outstanding</p> <p>SLT / Governors Lead: RW & PJ</p> <p>Govs Committee: Finance Premises & Staffing</p>	<p>SUCCESS CRITERIA:</p> <ul style="list-style-type: none"> Clearly defined Middle & Senior Leader Expectations Senior & Middle leader Self Evaluation & Improvement Planning is robust, effective and is informed by accurate data, leading to consistently improving outcomes for all pupils. Targeted CPDF supports improvement our journey
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Prioritised Objectives	Actions	Success Criteria / Evidence	Staff Lead (Partners)	Time Frame	Resources	Monitoring	IMPACT Review		
							AUTM	SPRING	SUM
<p>(i) To ensure that the improvement trend across <u>all</u> provision is consistent through effective accountability (no subject variance)</p>	Implement Middle Leader & Teacher ISP as appropriate	Minutes of ISP Meetings	SLT	Ongoing	Time	Who? Govs S&W			
	Middle Leadership Standards and updated Job Descriptions Issued.	Agenda, minutes of relevant meetings	RW (MGM/JMO)	Oct 2016	Cost as appropriate (£500)	How? Minutes / Appraisal Review			
	Appraisal cycle to include robust evidence base against teacher standards & objectives	Bluesky Self-reviews now audited by Line Managers during appraisal review meetings	RW	Oct 2016	Time				
<p>(ii) Maintain & continue to develop department leadership so that teaching and learning is outstanding</p>	Calibration against new Ofsted framework/ St Joseph's descriptors through Learning Walks & Lesson Observations as per School Calendar	Learning Walk & Observation pro-formas	JM (HODs . All Teaching Staff)	October 2016 <i>ff</i>	Supply Costs As required	Who? Govs S&W			
	CPDF on Training Tuesdays as support	Agendas & minutes	JM (SLT. All Teaching Staff)	October 2016 <i>ff</i>	Time	How? Minutes & Appraisal			

	Work Scrutiny in line with School Calendar	SEQA minutes demonstrate focused evaluation of T&L by HODs	JM (SLT. All Teaching Staff)	November 2016 <i>ff</i>	Time				
		Work Scrutiny capture forms accurately completed	HODs (SLT Links)	November 2016 <i>ff</i>	Time				
	Moving Forward & Support Plans actioned in line with T&L policy to support Dpt staff	Any triggers from T&L policy actioned and recorded	JM (HODs)	<i>As required</i>	Time				
	Encourage Middle Leadership to share good practice and contribute to the delivery CPDF either to whole school or at department level.	The development of T&L becomes part of department discussions and an open culture is adopted. The percentage of Good and outstanding lessons increases to 100% good or better by January 2016 and 25% outstanding by July 2016.	JM	October 2016-ongoing	Time		SLT		
	Middle Leaders to attend Bolton Subject Hub Meetings wherever possible to share good practice.	Networking opportunities and sharing of good practice is established with other schools.	HODs	September 2016-ongoing	Time and cover costs		SEQA links		
	Establish clear procedures and processes for improving all teaching at all levels through bespoke and differentiated CPDF and individual support programmes for all staff, including a bespoke Middle Leadership support programme according to individual need.	ISP and Moving Forward programme to support and develop staff who are failing to meet the teacher standards and ISP and Moving Forward Programme Middle Leaders in place to support Middle Leadership who are failing to meet the requirements of their role as a Middle Leader.	JM	September 2016-ongoing	Time, support costs where appropriate		RW Governors		

<p>(iii) Self evaluation & Improvement Planning of middle leaders needs to be data driven, robust and calibrated leading to consistently improving outcomes for all pupils.</p>	<p>Department Improvement Planning is data rich with QA for consistency by SLT</p> <p>SLT SEQA meetings now 'data rich' & 'data driven' – with impact of interventions evaluated at each PTT point</p> <p>HODs to standardise & moderate staff data entries</p> <p>External Lead Inspector to deliver training & facilitate calibration</p>	<p>Compendium of DIPs/PIPs following SLT calibration</p> <p>SEQA meeting minute proforma</p> <p>PTT proforma</p> <p>Data entries for Dpts are accurate and consistent</p> <p>Dpt Self-Evaluation reports are accurate</p> <p>Minutes & Actions from training day</p>	<p>RW (SLT Links)</p> <p>SLT (HODs)</p> <p>HODs (SLT)</p> <p>RW (HODs)</p>	<p>Nov 2016</p> <p>October 2016 <i>ff</i></p> <p>October 2016 <i>ff</i></p> <p>November 2016</p>	<p>Time</p> <p>Time</p> <p>Time</p> <p>Time</p>	<p>Who?</p> <p>How?</p>			
<p>(iv) To ensure consistency of tracking, monitoring & intervention across all year groups</p>	<p>MOL / SLT meeting to agree expectations, common format and process for PTT meetings.</p> <p>RADICALISATION – MAPPED APPROACH – MISSION & ETHOS</p>	<p>Minutes</p> <p>Agreed Expectations document produced</p>	<p>KW (Mols)</p>	<p>October 2016</p>	<p>Time</p>	<p>RW</p>			
<p>(v) To strengthen appropriate systems to monitor and evaluate Stakeholder views (Pupils, Parents, Parishioners, Staff)</p>	<p>Focus groups identified for each SLT member with ½ termly presentations to staff and governors</p> <p>SLT & Headteacher 'Drop In days' scheduled</p> <p>Explore possible use of PASS Survey for pupils</p>	<p>Minute, reports s & presentations produced with appropriate recommendations fed into action plans</p> <p>Reports and actions from parental concerns available and fed into appropriate action plans</p> <p>Costings obtained</p> <p>Survey in place</p>	<p>RW (SLT)</p> <p>SLT</p> <p>RW/MSi</p>	<p>November 2016</p> <p>November 2016</p> <p>Oct 2016</p>	<p>Time</p> <p>Time</p>	<p>Who Govs S&W</p> <p>How RAGGED Plan</p>			

	Parishioners Day – Invite Clergy to Clergy lunch to scope out possibility and dates	Clergy Lunch occurs Parishioners Day scheduled	RW	Nov 2016 Jan 2016					
(vi) Support Staff Middle Leadership	Continue to develop newly formed Support Staff Middle Leadership group to support school priorities. Regular meeting cycle, with full participation of key support staff managers.	Focused agenda's which support school priorities that promotes effective use of school resource (staffing and physical resources) to enhance teaching and learning and outcomes for pupils.	Support staff middle managers/ AM	Jan 2016	Time	RW/SLT			
(vii)To renew a culture of celebration and 'being a Joey' across departments and Year Groups	New e-Praise Rewards System in place, monitored and evaluated	Reward system used by all staff Reward system valued by pupils (pupil voice)	MSi/PH (All staff)	Sept 2016ff	Time	Who? Govs S&W			
	Weekly Headteacher Breakfasts established	Nominations received, certificates and letters home created	RW (staff)	Sept 2016ff	Time Postage £200	How? Committee Minutes			
	MOL Assemblies to include 'Being a Joey' focus	MOL award for being a Joey in operation	MSi (MOLs)	Sept 2016ff	Time				
	Publicity & Posters around school building	Posters in place	RW (School Council)	Dec 2016	£1000				
	Departmental Rewards Systems renewed and monitored through SEQA Links	Rewards given SEQA minutes	SLT (HODs)	Oct 2016ff	Time				
(viii)To implement a more distributed leadership model throughout middle leadership	SLT to implement individual 360 & appraisal recommendations	Actions agreed and reviewed through mid-term appraisal meetings	RW (SLT)	Oct 2016ff	Time	Who? Govs S&W			
	To develop further opportunities for the Extended Leadership Team through PLCS and further whole school initiatives	Whole school projects undertaken & evidenced through 2016-17 appraisal objectives	SLT (HODs/MOLs)	Oct 2016ff	Time £1000	How? Committee Minutes			

	To continue to support middle leadership development through NPQSL, NPQML & other appropriate awarding bodies.	Staff enrolled on appropriate CPDF opportunities	JMO (Staff)	Oct 2016ff	Time £9000 budget allocation				
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