



ACTION PLAN & SCHOOL TARGETS 2018-2019

CHILD-CENTRED PROVISION

Focus	Target	Baseline	Success Criteria	Action	Personnel	Timing	Resources & Costs	Lead Monitor & Evaluate
Making decisions that reflect the needs and aspirations of pupils	To review and further develop strategies to ensure effective communication with pupils	Current use of school councils and Principal's focus groups	Pupil views and voice are used more effectively to inform school improvement. Notes and minutes from groups will record discussion of key issues. Associated actions will be recorded to assess overall impact of improved communication More effective communication with pupils, feed-back from Communication Strategy Group (Pupils)	<ul style="list-style-type: none"> Develop further opportunities for the Principal to have constructive meetings with pupils Develop further the more structured use of pupil focus discussion groups Feed-back from pupils to inform School improvement 	VAF CSG (Pupils)	From Sep Termly	Time	VAF Steering Group
	To review the existing support programmes (academic tutoring, pastoral mentoring, targeted mentoring) and investigate the benefit / viability of piloting a Nurture group	Existing intervention, pastoral and departmental support programmes. GL and assessment data.	Support programmes become more effective and have a greater impact on supporting pupils in overcoming barriers to learning and raising attainment, as benchmarked against baseline GL and assessment data for relevant pupils	<ul style="list-style-type: none"> Capture baseline data for pupils entering / enrolling on support programmes Evaluate exit data for pupils leaving support programmes Conduct pupil, staff and parental focus groups on support programme delivery, effectiveness and improvement Analyse pupil and staff evaluations 	BRP ROR Mentors Tutors	August From September After each assessment & reporting point	GL data Assessment data Lead staff	BRP Steering Group
Developing a culture of achievement, improvement and ambition	To embed a whole-school strategy for the early intervention of pastoral and academic needs, including a specific focus on pupils in receipt of FSM	Existing pastoral and departmental support programmes	Pupil individual needs are identified, addressed and attainment improved through early and effective intervention strategies, especially attainment of pupils in receipt of FSM	<ul style="list-style-type: none"> Disseminate pastoral information from KS2 feeder schools to staff Embed the use of GL and FSM data in identifying (at an early stage) pupils who are under-performing through SIMs.net mark-sheets and staff development days Extend the use of Tracking to all Key Stages to identify under-achievers Further develop the consistent use of Intervention Registers by HoDs with the support of the SLT Link Increase the use of teacher conferences to share information about specific pupils Expand and implement the framework for early intervention 	BRP ROR MMT (P) MMT (A) All teachers	August From September After each assessment & reporting point	Time SDDs GL package Creation of c2k mark- sheets Departmental and pastoral intervention registers / SNS	BRP ROR Steering Group

Focus	Target	Baseline	Success Criteria	Action	Personnel	Timing	Resources & Costs	Lead Monitor & Evaluate
	To implement and review the Gifted & Talented provision	Existing Gifted & Talented (G&T) provision as part of Learning & Teaching Policy / departmental policies	Gifted and Talented programme that meets the needs of all Gifted & Talented pupils. Identification of pupils and recording of their progress Individual departments to ensure effective G&T provision. Feedback shows positive impact (pupil & staff analyses)	<ul style="list-style-type: none"> Review the definition of G&T and provide staff training Identify G&T pupils using whole-school data Departments to ensure mechanism for identifying G&T students Departments to develop effective L&T provision in order to meet the needs of G&T students Development of a G&T register Review G&T policy 	ROR MMT (A)	Aug From Sep / Oct From Sep Nov Apr	Time	ROR Steering Group
Overcoming barriers to learning	To further develop the effective and efficient use of data to overcome barriers to learning	Results from GL Assessment data Existing intervention strategies	Progression of individual pupils in overcoming barriers to learning. Improved scores in GL re-testing and school assessments	<ul style="list-style-type: none"> Refresh training and guidance on using GL PASS data to identify (at an early stage) students who face barriers to learning and who are under-performing Develop intervention strategies to help pupils overcome barriers to learning Develop links with external agencies to support overcoming barriers to learning 	BRP CAJ ZLD FOM YOJ SAM MMT (P) All teachers	Sep / Oct At each assessment point	PASS, CAT4, PTE, PTM GL Support External agencies	BRP Steering Group
	To review and further develop a programme of Targeted Mentoring	Results from GL Assessment data and SIMs.net data on behaviour, assessment and attendance	Implementation of a Targeted Mentoring programme that improves pupil outcomes, including examination scores. Improved scores in GL re-testing	<ul style="list-style-type: none"> To implement the conclusions of the evaluation of the pilot group To disseminate to staff, for use as intervention, the most effective features and strategies from Targeted mentoring that help improve pupils outcomes 	BRP ZLD FOM YOJ MMT(P)	From Sep	Revised LearnSpark resource pack Guidance notes	BRP Steering Group
Listening to the views of pupils	To review and evaluate the effectiveness of student voice to effect whole-school improvement	Existing arrangements for pupil voice	Pupils and staff have an increased awareness of the pupil voice and its influence on whole school improvement	<ul style="list-style-type: none"> To review the range of opportunities for the pupil voice to be heard across the school To evaluate the effectiveness of the current Student Council structure To investigate the feasibility of joint Student Council meetings 	BRP ZLD FOM YOJ	From September	Time	BRP Steering Group
Ensuring pupils follow an appropriate educational pathway	To implement the recommendations following the review of CEIAG provision	Current Provision, CEIAG Review 2017/18	Provision of a CEIAG programme that develops a culture of achievement, improvement and ambition. Positive feedback from pupils at the end of the year	<ul style="list-style-type: none"> Introduce active learning teaching methods in CEIAG classes, where appropriate. Evaluate leavers statistics to identify further improvements required in CEIAG provision. Review timing for mock interviews, Careers convention to improve uptake from pupils and businesses. Increase the number of external speakers in Junior School CEIAG / LLW classes and Year Assemblies. 	REG FOM SEV	From September	Time	FOM Steering Group
Ensuring the highest standards of pastoral care and	To implement the recommendations following the Pastoral review	Pastoral review report, conclusions and action plan	Improvements in PASS data support the development of the role of the Form Tutor in meeting the needs of pupils. Communication between home	<ul style="list-style-type: none"> To implement the Pastoral Review Action plan, with a particular focus on developing the role of the form tutor and improvising home-school communication 	BRP MMT (P) FTs All Staff	From August SDDs	Pastoral Review Action Plan	BRP Steering Group

Focus	Target	Baseline	Success Criteria	Action	Personnel	Timing	Resources & Costs	Lead Monitor & Evaluate
safeguarding			and school is improved through use of digital technologies.					
Supporting healthy children	To develop a programme to build student resilience	Current pastoral schemes of work, Shared Education programme	Pupils become more resilient learners and individuals, supported by PASS data and pupil evaluation	<ul style="list-style-type: none"> • Embed the use of resources from the Shared Education website into the pastoral schemes of work • Review and amend assembly plans and pastoral schemes of work to ensure the learning and teaching of skills that help build student resilience 	BRP RRA ZLD	From Sep		BRP Steering Group
Providing a wide range of extra and co-curricular opportunities	To create a new Alumni association	Existing contacts and associated events / actions	New Alumni Association strategy established	<ul style="list-style-type: none"> • To start a new data base of leavers to ensure future communication • To explore the best practice of schools • To meet with professional organisations to explore external support 	VAF YOJ	From Sep	School database	YOJ Steering Group

Monitoring and Evaluating

The people responsible for delivering, monitoring and evaluating each of the targets contained within the 'Child-centred Provision' section are identified in the final column of the table. The following methods will be used to monitor and evaluate outcomes (measured against the Success Criteria identified for each target):

1. School Development Plan Steering Group
2. Pupil focus groups with Principal
3. Review of policies and procedures
4. Review of minutes from Student Councils
5. Feedback from Lesson Monitor and Behaviour Management Module
6. Analysis of data (pupil performance measured by internal and external assessment, FSM data, PASS Survey, Intervention registers, attendance at Academic Tutoring, Pastoral Mentoring and Targeted Mentoring)
7. Consultation with pupils, parents, staff and external agencies (pupil focus groups and surveys, pupil tracking, pupil target setting, Individual Education Plans, annual reviews for SEN pupils, feedback from Oakwood Psychology Service, Educational Welfare Officer)
8. Observation of learning and teaching
9. Use of external advice and guidance to compare and benchmark outcomes (DE guidance on SEN and Pastoral Care, CEIAG Preparing for Success etc.)
10. Review of minutes from MMT (P), Year Team meetings, MMT (A) meetings and departmental meetings.

HIGH-QUALITY LEARNING AND TEACHING

Focus	Target	Baseline	Success Criteria	Action	Personnel	Timing	Resources & Costs	Lead Monitor & Evaluate
Providing a broad and relevant curriculum for the pupils	To implement changes to the KS5 curriculum	Current process for pupils choosing post-16 courses and current model for the delivery of the curriculum	The implementation of an effective OPTIONS process and timetabling model that meets the needs of pupils at KS5. Improved pupil examination outcomes in 2020	<ul style="list-style-type: none"> Review and implement changes to the provision of CEIAG to pupils on the GCSE results day Following the publication of the GCE Results, review the effectiveness of the selection process for pupils studying 3 or 4 post-16 courses in Year 13 Review the effectiveness of the subject specific entry criteria for AS courses EBALC Curriculum Group to investigate and discuss good practice in other schools regarding the KS5 Curricula offer Review and make recommendations regarding the timetabling model for pupils studying 3 and 4 post-16 courses Implement changes (if appropriate) to the Year 13 OPTIONS process Implement changes (if appropriate) to the timetabling of Year 13 OPTION blocks 	ROR REG MMT (A)	Jul – Aug Aug Term 1 Term 1 Term 1 Term 2 Term 3	Time	ROR Steering Group
Developing Cross-Curricular Skills	To review Year 1 and implement Year 2 of the whole-school Literacy strategy	Year 2 of the 3-year plan. PTE scores. Current pupil work	Standards of Literacy improve with increased staff awareness of the whole-school strategy. Improvement in PTE scores. Improved standards in pupil work	<ul style="list-style-type: none"> To develop pupil reading techniques Improve reading and writing skills by using digital literacy software Review the use of the Library and how an Assistant Librarian can support Literacy based activities, including extra-curricular 	KED BRP All teachers	Term 1 Term 1 Term 2	Library Literacy Project 20:20 software	BRP Steering Group
	To implement changes to the whole-school Numeracy strategy	Current attainment of pupils and previous numeracy initiatives	Standards of Numeracy improve with increased staff awareness of the whole-school strategy. Improvement in PTM scores. Improved standards in pupil work	<ul style="list-style-type: none"> Review, amend and communicate the whole-school strategy for Numeracy Develop a staff training programme for Year 1 Produce a Numeracy document to provide guidance and support for the development of numeracy across the curriculum Implement Year 1 of the 3-year action plan for the development of Numeracy across the curriculum HoDs to support the development of subject specific numeracy activities Continue to change and develop classroom practice as a result of sharing of good practice. Review the data Handling Booklet (Year 2) 	SEV ROR	Aug Aug Aug From Sep From Sep Term 3	Time	ROR Steering Group
	To review the assessment and reporting of CCS and TSPC	Existing procedures for the assessment and reporting of CCS and TSPC	Development of a process for the assessment and reporting of CCS and TSPC that is valued but does not divert resources away from learning and teaching.	<ul style="list-style-type: none"> Review the current system of assessment and reporting of CCS and TSPC taking into account industrial action. Consult with the CCS co-ordinators regarding current procedures Investigate procedures for assessing, recording and reporting CCS and TSPC in both Primary and Post-Primary schools Make recommendations in relation to the process of assessment and reporting of CCS and TSPC. 	ZLD ROR	From Aug	Time	ROR Steering Group

Focus	Target	Baseline	Success Criteria	Action	Personnel	Timing	Resources & Costs	Lead Monitor & Evaluate
Using adaptable, flexible learning and teaching strategies	To further develop the use of self-evaluation to effect school improvement	Self-evaluation materials	Use of refreshed self-evaluation materials embedded into existing practice. Evidence of pupil improvement as a result of self-evaluation	<ul style="list-style-type: none"> To evaluate the self-evaluation documentation and amend as necessary To review the self-evaluation work completed within departments in 2017/18 To amend classroom practice as a result of the findings in 2017/18 and measure the subsequent outcomes 	ZLD MMT (A) All teachers	Aug	Time	ZLD Steering Group
	To review the use and effectiveness of intervention strategies to support underachieving pupils	Current levels of under-achievement (as evidenced by the failure of some pupils to achieve 7+A*-C GCSE passes (inc. English & Maths) and 3+A*-C grades at A2)	Meeting future whole-school targets in terms of key indicators. Tracking shows improved outcomes in internal and external examinations & effort grades	<ul style="list-style-type: none"> Review and further develop the enrichment programme for Year 11 pupils Implement changes to the enrichment programme for Year 13 pupils Implement the revised curricular offer at KS3 Implement the new procedures for tracking pupils' progress at KS3/KS4 and identifying under-achievement by pupils. Develop further the Targeted Mentoring programme 	ROR BRP SLT Links MMT (A) MMT (P) All teachers	Aug Sep From Sep From Sep From Sep	Time Training	ROR Steering Group
	To implement and develop the use of Google Classroom	Outcomes of Google Classroom pilot 2017/2018	Participating departments to start using Google Classroom in their planning, learning and teaching. Pupils become more engaged in their learning through digital communication in Stream and Assignments.	<ul style="list-style-type: none"> ICT Strategy group to support subjects / departments with training Cascading of skills and knowledge to staff through planned termly sessions 	BRP ICT Strategy Group	From Sep	Training materials	BRP Steering Group
	To review and further develop the use of digital technologies	Current use of SIMs.net and digital technology in the classroom	More extensive and effective whole-school use of SIMs.net	<ul style="list-style-type: none"> To investigate the use of the SIMs App / portal To audit current use of SIMs.net and explore further possibilities (e.g. SIMs Discovery) 	BRP ICT Strategy Group	See ICT Strategy Action Plan	c2k support Capita	BRP Steering Group
Making effective use of data	To develop further and implement changes to the use of whole-school data	Building on existing use of data and GL suite of assessment	Staff are confident in using data to analyse and interpret results in order to identify and address barriers to learning and under performance.	<ul style="list-style-type: none"> Whole staff training on using GL data, with a focus on PTE and PTM Further develop the Staff Data Booklet on using Data to overcome barriers to learning and address under performance Embed the use of mark-sheets (including GL data) Further develop the Data Bank in shared areas for staff to access detailed analysis 	BRP SAM MMT (A) MMT (P) All teachers	Aug Oct	GL training c2k support	BRP Steering Group
	To review and implement the effective use of pupil tracking	Current procedures at KS4 and KS5	Staff use SIMs.net mark-sheets to help track and monitor student performance and progress	<ul style="list-style-type: none"> Ensure consistent HoD use of existing tracking at KS5 Implement the tracking procedures at KS3 and KS4 Amend KS4 tracker aspects to include the new C*grade Link the data drop points with reporting 	BRP SAM MMT (A) MMT (P)	From Sep	c2k support	BRP Steering Group

Focus	Target	Baseline	Success Criteria	Action	Personnel	Timing	Resources & Costs	Lead Monitor & Evaluate
	To implement changes to the target setting process	Current Target Setting process	Target Setting process reflects and meets the needs of pupils at each Key Stage	<ul style="list-style-type: none"> Embed KS3 procedures with guidance and support for the Form Tutor Embed KS4 and KS5 procedures with guidance and support for subject teachers Investigate good practice in other schools 	BRP SAM MMT (A) MMT (P)	Term 1 Term 2 Term 3	Time Student Planner	BRP Steering Group
Conducting rigorous self-evaluation	To undertake the self-evaluation of departmental standards	Existing system of departmental self-evaluation materials	Every department to have undertaken an effective self-evaluation of departmental standards	<ul style="list-style-type: none"> Review and amend template and support materials for HoDs based on existing departmental self-evaluation materials, Education and Training Inspectorate (ETI) materials and good practice from other schools Departments to complete departmental self-evaluation (including the review of outcomes following the changes to the GCSE & A2 SoWs) 	ROR MMT (A) All teachers	Aug Aug/Sep	Time	ROR Steering Group
Supporting learning and teaching through effective staff development	To review and further develop the Trusted Colleague Network programme	Nine members of staff involved in the TCN	Increased uptake of participation in the TCN	<ul style="list-style-type: none"> To review the progress made in 2017/18 To amend the programme as necessary and implement changes To develop the TCN towards becoming established method of CPD 	ZLD SEV L&T Committee	From Aug	Time	ZLD Steering Group
	To develop a training programme for Middle Leaders	Existing training for Middle leaders	Middle leaders are confident in the use of data to raise standards. Improved pupil performance. Develop the Buddy system for new HoD / HoY	<ul style="list-style-type: none"> Further training for HoD / HoY in the use of data and intervention strategies to ensure that standards are raised across the school Identify “buddies” for newly appointed middle leaders Identify and support training needs of newly appointed middle leaders 	ZLD SLT Links Middle Leaders	From Aug	Time	ZLD Steering Group
Implementing effective assessment arrangements	To implement the new KS4 assessment arrangements following guidance from the examination authorities	Existing assessment arrangements.	New assessment and examination arrangements in place for new specifications	<ul style="list-style-type: none"> Ensure that effective assessment arrangements are continued for new specifications and any resulting changes to examination boards Ensure procedures for GCSE practical assessments are implemented in line with examination board guidance Identify and support training needs for the relevant HoDs 	FOM SCH MMT (A) SLT Links	From Sep	Time Examination Board training (cover costs)	FOM Steering Group
	To implement recommendations of the Assessment & Reporting Group	Existing Assessment & Reporting arrangements and feedback from the Assessment & Reporting Group	Agreed Assessment & Reporting procedures which meet the needs of pupils and parents. Positive feed-back from pupils, parents and the Assessment & Reporting Group.	<ul style="list-style-type: none"> Clarify recommendations of the Assessment & Reporting Group Disseminate information regarding changes to all teaching staff, parents and pupils Implement changes and update necessary documents 	VAF ZLD ROR	On-going	Time	ZLD Steering Group

Monitoring and Evaluating

The people responsible for delivering, monitoring and evaluating each of the targets contained within the 'High-quality Learning and Teaching' section are identified in the final column of the table. The following methods will be used to monitor and evaluate outcomes (measured against the Success Criteria identified for each target):

1. School Development Plan Steering Group
2. Analysis of data (Curriculum Audit / Entitlement Framework audit, English and Mathematics GCSE results, pupil tracking, GL data – CAT4, PTE, PTM, NGRT, PASS)
3. Consultation with pupils, parents, staff and external agencies (e.g. Examination Boards)
4. Review of policies and procedures
5. Observation of learning and teaching
6. Use of external advice and guidance to compare and benchmark outcomes (e.g. DE guidance, CCEA reporting regulations)
7. Observation of departmental meetings and review of departmental minutes, MMT (A) minutes, departmental self-evaluation documentation, review meetings between HoDs and SLT links, PRSD task observations)
8. Review of pupil work
9. Feed-back from Assessment & Reporting Group.

EFFECTIVE LEADERSHIP

Focus	Target	Baseline	Success Criteria	Action	Personnel	Timing	Resources & Costs	Lead Monitor & Evaluate
Setting realistic targets for improvement (school development planning)	To review the implementation of the SDP	School Development Plan 2017-2020 and Steering Group reports for Year 1	The successful implementation of a 3-year School Development Plan that meets the needs and aspirations of pupils and takes into account the views of the whole school community	<ul style="list-style-type: none"> Draft SDP and SAP presented to all staff (teaching and non-teaching) and presented to the Board of Governors Final SDP and SAP distributed to all staff (teaching and non-teaching) SDP distributed to parents and presented to pupils and displayed around the school 	BoG VAF ROR SDT	Aug/Sep Sep Sep	Time	VAF ROR Steering Group
Involving Governors in strategic planning	To involve the Board of Governors in the monitoring, evaluating and review process	School Development Plan 2017-2020 and School Action Plan 2018/19	A shared coherent School Development Plan that meets the needs and aspirations of pupils and takes into account the views of the whole school community	<ul style="list-style-type: none"> The Board of Governors, in conjunction with the Senior Development Team, agreeing the School Action Plan 2018/19 The Principal reporting back to the Board of Governors on the outcomes of each School Development Plan Steering Group Review Presentations made by key personnel to the Board of Governors to provide updates on specific areas of focus 	VAF ROR Steering Group	Aug/Sep Mar & Jun On-going	Time	VAF ROR Steering Group
Promoting opportunities for the dissemination of good practice	To review the training programmes and implement any changes required to ensure effective support for middle leaders	Existing practice and documentation	Increased opportunities for sharing of good practice.	<ul style="list-style-type: none"> Review current and previous methods of sharing good practice Review all documentation relating to the sharing of good practice Ensure there are ample opportunities at whole school, departmental and individual level to share good practice and to evaluate their effectiveness Implement changes as required 	ZLD SLT Links Middle Leaders	From August	Time Current resources	ZLD Steering Group
Providing opportunities for staff to share in the leadership of the school	To continue to review the role of the Senior Development Team and implement any changes required to ensure effective distributed leadership	Current membership of Senior Development Team	A team that develops and builds the capacity of the school, with membership from teaching and non-teaching staff and from different areas of responsibility	<ul style="list-style-type: none"> Pilot a training programme whereby non-SDT members can apply to participate in the SDT Further develop opportunities for non-SDT members to participate in the Steering Group Continue to review the membership of the SDT to ensure that all curriculum and pastoral areas are represented. Identify leadership opportunities for all staff (teaching and non-teaching) and ensure that effective support is in place to allow these roles to be carried out. 	VAF ROR SDT	From Aug Jan & May Ongoing	Time Training costs Cover	VAF Steering Group

Focus	Target	Baseline	Success Criteria	Action	Personnel	Timing	Resources & Costs	Lead Monitor & Evaluate
Managing resources effectively	To implement and review changes in practice in light of the GDPR	Current documentation and levels of awareness	Updated documentation, policies and procedures compliant with GDPR	<ul style="list-style-type: none"> To provide all relevant documentation, including Privacy Notices and policy To train all staff and maintain a training register To ensure all relevant policies and procedures have been updated in light of new legislation 	ZLD All Staff	On-going	Time Training	ZLD Steering Group
Monitoring and evaluating outcomes	To review and further develop a holistic approach to monitoring and evaluating outcomes	Revised model of reviewing progress against targets outlined in the various Action Plans	The development of a holistic approach to the monitoring and evaluation of outcomes	<ul style="list-style-type: none"> Implement a consistent approach to evaluation of action plans by middle leaders (both academic and pastoral) which mirrors the evaluation processes undertaken at a whole-school level Review and amend documentation (based on the ISEF) for the effective monitoring and self-evaluation of outcomes against targets (SAP, Departmental Action Plans, HoY Action Plans) Provide further training to the relevant teams – SDT, MMT (A) and MMT (P) 	ROR SDT MMT (A) MMT (P)	Aug Term 1 Term 1	Time Training	ROR Steering Group

Monitoring and Evaluating

The people responsible for delivering, monitoring and evaluating each of the targets contained within the 'Effective Leadership' section are identified in the final column of the table. The following methods will be used to monitor and evaluate outcomes (measured against the Success Criteria identified for each target):

1. School Development Plan Steering Group
2. Analysis of the staff uptake of training programmes
3. Analysis of Staff Management Structure, successful completion of training programmes, successful delivery of projects, internal and external promotions, SDT involvement in leading whole-school projects identified in the School Development Plan and School Action Plan, evidence of self-reflection and self-evaluation
4. Analysis of staff attendance statistics
5. Analysis of Kirkland Rowell Surveys
6. Use of external advice and guidance to compare and benchmark outcomes
7. Consultation with pupils, parents, staff, governors and external agencies
8. Minutes of SDT, MMT (A) and MMT (P) meetings
9. Feed-back from the Communication Strategy Group.

A SCHOOL CONNECTED TO ITS LOCAL COMMUNITY

Focus	Target	Baseline	Success Criteria	Action	Personnel	Timing	Resources & Costs	Lead Monitor & Evaluate
Engaging with parents	To review and further develop strategies to ensure effective communication with parents	Current communication with parents, KR survey, ETI Parents' Survey	More effective communication with parents, feed-back from Communication Strategy Group (Parents)	<ul style="list-style-type: none"> Principal to invite parents to participate in focus groups Principal to chair termly focus groups Feed-back from parents to inform School improvement 	VAF CSG (Parents)	Aug From Sep	Time	VAF Steering Group
Encouraging the support of the local community	To review and develop further links with Artemis	Current use of existing facilities	Increased use of facilities by sports clubs and other community groups that provides an opportunity to enhance the extra-curricular provision for Grosvenor pupils	<ul style="list-style-type: none"> Establish school-club links with target Sports Clubs/Community Groups linked to the school extra-curricular programme Liaise with Artemis (through CPLB) to ensure that community usage is focused to provide opportunities for current and future GGS pupils through these school-club links Promote target Sports Clubs/Community Groups within GGS Investigate potential funding streams for capital enhancements of existing facilities 	ROR ZDM MUR External partners	From Sept Termly	Time	ROR Steering Group
Meeting the needs of the community and other schools	To review and further develop collaborative arrangements with EBALC and other partner schools / colleges in order to enhance learning, training and capacity building [see also EBALC Implementation Plan]	Collaboration in 2017/18 resulting from Area Based Plan, the Specialist School programme and EBALC Implementation Plan 2017/18	Strengthened links with other educational providers leading to enhanced curricular opportunities for pupils and professional development opportunities for Curriculum, Pastoral, SEN, CEIAG & ICT staff.	<ul style="list-style-type: none"> See EBALC 2018/19 Implementation Plan Key staff to participate in various EBALC committees – Steering Group, Curriculum, Pastoral, SEN, CEIAG & ICT Provide opportunity for pupils from EBALC schools to access curriculum in GGS Identification of courses for potential collaboration at KS4 and post-16 from 2019 Investigate solutions to issues relating to collaboration – timetabling, transport, safeguarding, quality assurance and the use of technology to facilitate distance learning Further develop collaboration through the various committees with the emphasis on the sharing of good practice Key staff to participate in training opportunities (provided by EBALC schools) and cascading of good practice in order to enhance learning outcomes for pupils Develop partnerships with local feeder primary schools, e.g. providing access to Sports facilities, STEM resources and through participation in the Literacy & Numeracy KS2 and KS3 CPD Project 	VAF ROR BRP REG CAJ KED SEV	From Sep On-going	Time Transport costs	VAF Steering Group
	To implement strategies to ensure the	Year 3 of a 4-year project	Project outcomes and successes are sustained beyond the end of external funding	<ul style="list-style-type: none"> Development of project website to bank resources and materials to help students become more resilient learners To further develop collaboration through joint training 	BRP RRA	Term 1 Term 2	EA training and support	BRP Steering Group

Focus	Target	Baseline	Success Criteria	Action	Personnel	Timing	Resources & Costs	Lead Monitor & Evaluate
	long-term sustainability of the Shared Education programme			opportunities using TPL funding				
Developing relationships with outside agencies	To review and further develop links with outside agencies in order to support the needs of all pupils	Building on current links and relationships with outside agencies	New relationships are created with outside agencies and existing relationships strengthened	<ul style="list-style-type: none"> Embed preventative outcomes of termly meetings with FamilyWorks and annual report into the pastoral curriculum Develop relationship with Danske Bank with support for pupil enrichment and staff training Investigate sponsorship opportunities with local businesses 	BRP SLT	Throughout school year	Free resources from outside agencies	BRP Steering Group
Developing internationalism	To investigate and develop community engagement as part of the Confucius Classroom Hub project	<p>Programme of Mandarin lessons for Year 8 and Year 13 pupils</p> <p>Established partnership of 4 post-primary and 9 primary schools</p>	The development of a Programme of Study which promotes Chinese culture & language	<ul style="list-style-type: none"> Pilot a programme of evening classes to promote the Chinese culture and language Review the pilot programme and investigate further opportunities to further develop community engagement in 2019/20. 	ROR Confucius Classroom Co-ordinator Mandarin Teacher(s)	<p>Term 1</p> <p>Term 3</p>	<p>Time</p> <p>Mandarin Teacher(s) funded by the <i>Confucius Classroom Hub</i> programme</p>	ROR Steering Group
Developing environmentalism	To implement the strategies in the Environmental Plan to raise environmental awareness	Building on current Environment Strategy, feedback from pupils	Environmental awareness is raised among staff, students and parents. Positive feedback from pupils at end of year	<ul style="list-style-type: none"> Review the Environment Forum Action Plan priorities, publish and implement a new 2018/19 Plan 	BRP REH SAM Environment Forum Amey FM School community All staff	<p>Throughout school year</p> <p>Termly Litter picks</p> <p>Recycling Week Term3</p>	<p>Raised beds £200</p> <p>Wild Garden £200</p>	BRP Steering Group

Monitoring and Evaluating

The people responsible for delivering, monitoring and evaluating each of the targets contained within the 'A School Connected to its Local Community' section are identified in the final column of the table. The following methods will be used to monitor and evaluate outcomes (measured against the Success Criteria identified for each target):

1. School Development Plan Steering Group
2. Review of policies and procedures
3. Review of the EBALC 2017-18 Implementation Plan, all sub-group minutes, minutes of meetings with other educational providers
4. Use of external advice and guidance to compare and benchmark outcomes (competitions and awards, Green Flag status)
5. Consultation with pupils, parents, staff, external agencies (EABR Catering, EABR Clean) and educational partners (including informal feedback)
6. Feed-back form the Communication Strategy Group (Parents)
7. Minutes of Local Service Review meetings
8. Minutes of Amey FM Energy meetings.