

Brentford School for Girls School Improvement Plan 2017-2018 'Tightening the Nuts and Bolts'

Target 1: To ensure SEN pupils make progress in line with non-SEN pupils (particularly those with multiple disadvantages).

Rationale:

Our progress 8 data shows that students' progress is significantly above average overall and not significantly below for any prior attainment groups (Inspection dashboard 2016). As a school we have, in the past, focused on closing the achievement gap with the WBR /disadvantaged group. However, efforts in this respect can be quite diluted given the large number of students in either of these groups. Additionally the progress of lower attaining pupils, SEN pupils with and without EHCP plans is not as strong as those who are non-SEN; many of these poorer performing students are also disadvantaged and WBR and therefore have multiple disadvantages (Inspection Dashboard 2016). To ensure interventions have a greater impact for these groups we want to focus on those students who are both SEN, WBR and Disadvantaged so that we have a smaller focus group and it is easier to measure the impact of any interventions put in place. We have named this group, Priority 1. We are also confident that any strategies implemented as part of Wave 1 teaching in the classroom for this group of students will inevitably have a positive impact on all students in the room to some degree. Data to support our focus in this area is as follows:

- Low ability disadvantaged students had a P8 score of -0.05 vs 0.67 for "other" low ability students (data dashboard, 2016)
- SEN with EHCP/statement had a P8 score of -1.39 vs 0.27 for non-SEN students (data dashboard, 2016)
- Low ability SEN with EHCP/statement had a P8 score of -2.15 vs 0.72 for non-SEN students (data dashboard, 2016)
- SEN support students had a P8 score lower than non-SEN students for all prior attainment groups (low 0.22 vs 0.72, middle 0.10 vs 0.22, high -0.21 vs -0.08) (data dashboard, 2016)
- Low ability disadvantaged students had a P8 score of -0.05 vs 0.31 for all low ability students and 0.19 for national disadvantaged low ability students (ROL, 2016)
- Low ability disadvantaged students in the open element of the ebacc had a P8 score of -0.60 vs -0.12 for all students and 0.18 for national disadvantaged low ability students (ROL, 2016)
- Students with English as a first language had a P8 score of -0.05 vs 0.63 for those who had English as an additional language (ROL, 2016)
- White students had a P8 score of -0.31 vs a P8 score of 0.20 for all students (ROL, 2016)
- White British students had a P8 score of -0.54 vs 0.20 for all students (ROL, 2016)
- Disadvantaged students in the lowest prior attainment band (2.99 or below) had a P8 score of -1.70 in Maths and -1.50 in English this is vs 0.12 and 0.29 for national other pupils (ROL, 2016)
- SEN with statement/EHC plan achieved 25% A*-C in E+M vs 55% for the school cohort (ROL, 2016)
- SEN support students achieved 29% A*-C in E+M vs 55% for the school cohort (ROL, 2016)
- Internal tracking data shows that students who are SEN and WBR are not in line with students who are not SEN or WBR and this is a pattern throughout the school (internal school data analysis documents, 2016-17)

Success Criteria:

- Students who are multiple disadvantaged, SEN, WBR and disadvantaged (Priority 1 students) make progress in line with all other students across the school.
- Heads of year and Heads of department play a pivotal role in monitoring the progress of Priority 1 students and intervene to close achievement gaps where they exist.
- Provide support in doing so through the development of ongoing training for middle leaders in their role
- The leadership of SEN is strong and there is a whole school focus on this in school improvement planning, monitoring and evaluation
- Teaching and assessment is always good or better, strategies are used within the classroom which ensure that there is equitable access to the curriculum for Priority 1 students.(Purple folders show tracking and impact of interventions)
- Progress of Priority 1 students is regularly tracked and discussed following each data point and at 'Closing the Gap' meetings.
- Staff training is effective and supports teachers to be able to meet student need within the classroom (SEN strategies in practice)
- Wave 2 and 3 interventions are used effectively to address underachievement and these show measurable impact
- Performance management and the new lesson observations without grades to further enhance the quality of whole school monitoring and aid with the evaluations of Wave 1 intervention (typicality)
- LSA's are used effectively to support the progress of Priority 1 students

Key Actions	Start	End	Lead	Resource	Monitoring (who/how)
<p>Priority 1 Students</p> <p>Create a brand for this group so that they are easily recognizable, ensure that SIMS has a column for this key group so that staff are aware of which students are SEN/ WBR and disadvantaged & ensure that MINT seating plan incorporates this information.</p>	<ul style="list-style-type: none"> July 2017 	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> HOY's/DS I 	<ul style="list-style-type: none"> 4Matrix SIMS 	<ul style="list-style-type: none"> DSI – ensure correct students on the list of Priority 1 for each year group and that this has been set up on 4 Matrix and SIMS for all staff to access
<p>At the start of the academic year each HOY talks through their key students and strategies that work for these students and follow this up with sending their pictures to all HOD as well as having them displayed on year boards in the staff room</p>	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> DS/PDE/ HOY 	<ul style="list-style-type: none"> INSET day 	<ul style="list-style-type: none"> DSI/PDE – HOY would have delivered a session to all staff on the key students within their year groups and any existing strategies that must be used
<p>Ensure that 4matrix and SIMS is set up with the group so that comparisons can be made with other students across the school</p>	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> DSI/ JB 	<ul style="list-style-type: none"> 4Matrix SIMS 	<ul style="list-style-type: none"> DSI – ensure that following each data collection this group is reported on in terms of achievement gap.
<p>First CPD session for all staff to focus on effective Wave 1 strategies for SEN (WBR & Disadvantaged) students with a key list of non-negotiable strategies to be practiced by all teaching staff</p>	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> DSI/EDO 	<ul style="list-style-type: none"> CPD Student photos 	<ul style="list-style-type: none"> DSI – handouts /toolkit given to all staff with a list of strategies that must be implemented in lessons.
<p>HOY meet with Priority 1 students in their year group at least 6 times a year during tutor time to monitor, mentor and agree short term SMART targets</p>	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> DSI/PDE 	<ul style="list-style-type: none"> Proforma to record targets and actions from meeting 	<ul style="list-style-type: none"> DSI/PDE – HOY monitoring folder will have an 'individual action plan' for each Priority 1 student that is reviewed and updated following each meeting.

Forensic analysis of data after each data point reflects which students are underachieving in individual subjects and this information is reported to HOD for them to action.	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> DSI/JB 	<ul style="list-style-type: none"> 4matrix 	<ul style="list-style-type: none"> DSI – HOD and Line managers receive a list of underachieving students from this Priority 1 group after each data point.
HOD provide intervention within their departments for underachieving Priority 1 students which will be measured for impact at next data point and at Progress Meetings.	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> DSI 	<ul style="list-style-type: none"> Intervention schedule 	<ul style="list-style-type: none"> DSI – Meeting will take place with individual HODs following each data collection and records of these as well as discussions at progress meetings will be kept in monitoring folders.
<p>Specific SEN Focus</p> <p><u>Leadership and Management</u></p> <p>Ensure SEN provision is given a higher profile within the school and that the SENCO plays a central role in whole school planning</p> <p>Induction of new school SENCO (Associate SLT)– Increase importance of role/visibility and SLT presence</p>	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> LE/DSI 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Through LM DSI
Consideration of SEN data – is it appropriate? Is it useful? Is it easily accessible? Can it be in MINT so that all can access it easily	<ul style="list-style-type: none"> June 2017 	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> CRO/NJO 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> DSI
Training for all staff on SEN needs within the school and then monitoring to confirm that the differentiation is in place to ensure that SEN students are able to access the curriculum appropriately.	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Nicola Green/ED 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> DSI & Paul May through training log
Development of a strategy to monitor attendance of SEN students . Who are the students with SEN? What is their current attendance? What is the plan to improve their attendance? What approach do we take after a student has been absent to ensure that they catch up on any missed work? SENCO and PDE to report on SEN attendance regularly to SLT and to Governors.	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Nicola/PDE 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> DSI

Contract to be given out to all members of staff to sign to confirm that they have read the SEN strategies document, have attended the training, will support and communicate with any LSAs that they are assigned and that they understand all information that has been provided.	• Sept 2017	• Ongoing	• Nicola	•	• DSI
Skills audit of LSAs to take place so we have an overview of the specialist knowledge and understanding within the LSA team. Training to then be provided so that we have a specialist team of LSAs rather than a group of generalists.	• June 2017	• July 2018	• Nicola	•	• DSI
SENCO to meet with all SEN students so that she is aware of the students, their barriers to learning and any additional support that they require	• Sept 2017	• Oct 2017	• Nicola	•	• DSI
Access arrangements to be carefully considered to ensure that we support the SEN students as much as possible in their exams. Can we provide scribes?	• Sept 2017	• Nov 2017	• Nina and Nicola	•	• DSI
Students who join the school with low scaled scores from KS2/low SATS scores to be given withdrawal lessons focusing on literacy. Lessons to be taught by the SENCO. Strategies for supporting these students to be shared with staff.	• Sept 2107	• July 2018	• Nicola	•	• DSI
CATS to be given to all year 7 students so that we can identify those who have additional needs. Lucid lass testing to then take place with these students to inform appropriate strategies to support these students in lessons.	• Sept 2017	• Oct 2017	• Nicola	•	• DSI
Progress of SEN students to be tracked and after each data collection the SENCO feedback on progress of SEN students in each year group and actions that will be taken to close gaps in any year group. This to take place for SLT and to governors at ACPW 3 times a year. (SENCO may need training on use of 4matrix, oxford analytics & SIMS)	• Sept 2017	• Ongoing	• Nicola	•	• DSI
Staff meetings to be held for key Year 11 SEN students to discuss their learning needs and effective teaching strategies to overcome barriers. SENCO to then monitor in lessons that these strategies are being employed. Consider using the same approach going forward with underachieving SEN students across the school.	• Sept 2017	• Ongoing	• Nicola	•	• DSI
LSA support to be regularly monitored and reviewed to ensure it is having an impact. Determine format of impact report and ensure that a regular review process is in place for LSA support to ensure it is meeting student needs.	• Sept 2017	• Ongoing	• Nicola	•	• DSI

SENCO to monitor that LSAs are supporting in lessons – the form of that support and providing feedback where necessary to make improvements					
SENCO to meet with each HoY to discuss SEN students in the year group and ensure that the HoY is clear on strategies that must be employed by teachers. HoY can then support SEN activities.	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> By Oct 2017 	<ul style="list-style-type: none"> Nicola 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> DSI/PDE
Regular stakeholders views are held with SEN students to ensure that as a school we are meeting their needs and where there are issues these are addressed. SENCO to put together a calendar of monitoring activities which is to include stakeholders views.	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> July 2018 	<ul style="list-style-type: none"> Nicola 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> DSI
Performance management and typicality checks Purple folders in place which show MINT seating plans and data sheets	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> By Oct 2017 	<ul style="list-style-type: none"> DSI 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> LE through LM
Typicality checks happen at least 5 times in a week focusing on student progress and Wave 1 intervention- Through lesson checks, work scrutiny and student voice	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Paul May 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> LE through LM
Performance management meetings continue to focus on student achievement and take place 3 times a year	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> (Middle leaders/ DSI) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> LE through LM
SEN learning walks to take place weekly with whole school lead – strategies into practice. Corrective action is taken where evidence is not seen	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Nicola Green 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> DSI
Bespoke programme of training for Middle Leaders focusing on quality assurance and monitoring for impact	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> DSI/Paul May 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> LE through LM

Target 2: Ensure Behavior for Learning is Outstanding

Rationale:

Behavior for learning is very good. Our aim is for this to be outstanding. Data shows that fixed term exclusions for girls is still slightly above average, particularly for WBR girls, and attendance for SEN pupils is also an area for development (Inspection Dashboard 2016). In school data trends show that a small percentage of pupils are causing disruption to learning in a small number of curriculum areas and that WBR and SEN pupils are more likely to be involved in disruptive behavior than other groups, although the numbers are not significantly large. Detentions for homework continue to remain an issue with some year groups, and monitoring has shown that homework is still not being consistently set and monitored effectively by all leaders. The quality of homework is also inconsistent and not always set in line with the school policies.

The move to ensure that our girls are resilient and prepared for terminal examinations requires the school to develop a more consistent whole school approach to revision and independent study. Building on the work from 2016 around 'Building the resilient learner' and the development of study support programs further up the school in KS4 and 5, the school believes it is a necessity that such programs are developed across the school in order to ensure that students have good study habits throughout their time at BSFG.

Data to support our focus in this area is as follows:

- FSM students have higher total number of exclusions compared to the national for all students (5.33% vs 3.97%) (Data dashboard, 2016)
- FSM students have higher repeat exclusions compared to the national all students (1.67% vs 1.51%) (Data dashboard, 2016)
- SEN support students have higher total exclusions compared to the national for all students (5.22% vs 3.97%) (Data dashboard, 2016)
- SEN support students have higher repeated exclusions compared to the national (2.61% vs 1.51%) (Data dashboard, 2016) however this is contradicted by data in ROL (2.61 for BSfG vs 4.83 national)
- WBR fixed term exclusions are above the national(Link with SEN/Disadvantaged) (14.10% vs 7.87%) (ROL, 2016)
- SEN support students have lower attendance compared to the national average (6.9% vs 5.0% absence rates) (Data dashboard, 2016)
- EHC/Statement students have a higher number of persistent absences compared to the national average (23.1% vs 12.4% for **all** pupils) (ROL, 2016)
- SEN students have a higher number of persistent absences compared to the national average (21.6% vs 12.4% for **all** pupils) (ROL, 2016)

Success Criteria:

- Improve SEN attendance from 93 to 95% (For EHCP, Statement and SEN Support). Whole school attendance at 95%.
- Data to show a decline in all categories by 30% in all year groups (Negative incidences overall) and 1.4 ATL score for all Year groups by end of year
- All staff to follow the policy consistently : Tighten whole school monitoring systems so that weekly checks are made for learning equipment ,uniform, homework and swift and effective action is taken
- Improve the report given to leaders and governors to ensure that it reflects the new foci and ensures the robust tracking of all key groups – SEN/WBR
- High and effective visibility across the school from all leaders to promote a culture of outstanding
- Behaviour for learning training plan is implemented effectively ensuring regular training for all staff and targeted training for new staff and those who require support /Specific departments
- Fixed term exclusions decrease by 20% from previous year with no repeat offenders. There were 42 fixed term exclusions recorded in the 2016/17 academic year, this would need to reduce to 32.
- HOYs of Year have implemented plans of actions to support students at risk within their year groups in order to reduce fixed term exclusions
- Implementation of reviewed Rewards system and house points increase by 20% for all year groups
- All staff follow the wave 1, 2, 3 Attendance and punctuality policy and procedure
- Punctuality improves. Late detentions to decrease by 20% from 3620 recorded punctuality detentions to 2896.

- Effective implementation of the schools' homework policy and systems
- Independent learning strategy developed and effectively implemented across the school so that students are better prepared for terminal examinations and this is reflected in their achievement

Key Actions	Start	End	Lead	Resource	Monitoring (who/how)
HOY Improve plans/SEF's show that all areas of improvement identified in this plan are reflected in their year team plans- These are shared with teams and L Shah The priorities are reflected in the HOY line management meetings agenda's	<ul style="list-style-type: none"> July 2017 July 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> PDE PDE 		<ul style="list-style-type: none"> PDE and LE through review of plans and ongoing evaluations
Pastoral manager daily and weekly plans reflect the improvement priorities identified within the plan: Working with at risk pupils Monitoring equipment Attendance and Punctuality focus Reducing Fixed term exclusions	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> PDE to establish weekly plan through work plan 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> PDE through monitoring of the weekly work plan
Implementation of reviewed behavior and exclusions policy rolled out to all staff. Considered use of how we use the REMOVE as opposed to external exclusion in order to reduce FTE exclusions and retain high standards of behavior. Ensure that the REMOVE protocols are reviewed and adhered too to ensure that the provision is better quality	<ul style="list-style-type: none"> July 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> PDE/Lisa Shah 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Through LM of PDE reduction in fixed term exclusions
All staff know and understand roles and responsibilities ensuring positive behavior for learning through regular reinforcement and training	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> PDE 	<ul style="list-style-type: none"> CPD time 	<ul style="list-style-type: none"> Stakeholders views/behavior /Line management/PDE/LE SLT links for Year leaders
Creation of a whole school training plan with different levels of support identified. This to be rolled out throughout the year (Positive language strategy implemented across the school)	<ul style="list-style-type: none"> Ready for Sept 2017 	<ul style="list-style-type: none"> July 	<ul style="list-style-type: none"> PDE 	<ul style="list-style-type: none"> CPD time 	<ul style="list-style-type: none"> Learning walks/Monitoring weeks/Lesson observations PM/PDE/EDO
Targeted training and support for subject areas e.g.) Business Studies, Maths and Science where there has previously been reported high levels of 'poorer behavior'	<ul style="list-style-type: none"> Sept 2017 – plan created 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> PDE/HoD 	<ul style="list-style-type: none"> CPD time 	<ul style="list-style-type: none"> Work scrutiny, learning walks and lesson observations PDE/LE

Review and develop the whole school ' Behavior report' with a clear focus on identified groups. WBR, SEN and disadvantaged. Reports to be action focused with identified timeframes for follow up and reporting back. These are used to support closing the gap conversations	• Sept 2017	• Ongoing	• PDE	• £1000	• Reports to be provided every half term. LE and all SLT line managers
Ensure high impact effective visibility across the school- Training for all staff on the 'Meet and Greet' use of duties, role of extended leadership. Marketing importance through weekly reminders :Week ahead, briefings, Brentford Bulletin, regular letters home, displays and through use of assemblies	• Sept 2017	• Ongoing	• PDE	• Cost of publication £1000	• PDE through LM with HoY • SLT through LM • HoD's
Year Zones effectively monitored by HOYs	• Sept 2017	• Ongoing	• PDE	•	• PDE through LM with HoYs
Use of student leadership – HUB Ambassadors, Prefect and sixth form Prefects to support promotion of positive behavior across the school- Sharing of the schools priorities with this team around behavior	• Sept 2017	• Ongoing	• AST/PDE	•	• PDE
Review behavior monitoring systems and HOY monitoring activities to ensure greater coverage across the school week and swifter action is taken when problem areas are identified. Ensure that weekly learning walks take place with a specific focus	• Sept 2017	• Ongoing	• PDE/HoY	•	• Through half termly reports and PDE LM
HOY monitoring activities identify areas for improvement, follow up is taken and this is checked	• Sept 2017	• Ongoing	• HoY	•	• PDE through LM
Implementation of a whole school plan focused on improving the attendance and behavior of key SEN pupils- Work closely with the SENCO through the Hub meetings to develop a strategy for improving the behavior and attendance of SEN pupils (SEE TARGET 1)	• Sept 2017	• Ongoing	• PDE/Nicola Green /HoY	• £1000 external sources	• Through report LE
Ensure there is a robust plan in place for all 'At Risk' students lead by the heads of year and that this is effectively implemented. This should be identified in the HOY improvement plan and be an agenda item on the weekly meetings	• Sept 2017	• Ongoing	• PDE/Nicola Green	•	• Through regular reporting back to the SLT and GB data reports
Implementation of 'welcome back' meetings for key students and development of restorative justice measures post exclusion	• Sept 2017	• Ongoing	• PDE/HoY /LS	•	• LE through LM
All staff are trained on what is expected re the schools' Homework policy. Implementation is monitored rigorously by middle and senior leaders through the use of department monitoring activities, Year leader monitoring and regular SLT drop In's. Corrective action is taken with individual teachers	• Sept 2017	• Ongoing	• PDE/Paul May	•	• Through LM of PDE and Paul May and regular reporting

					through Behavior Report
Department detention system for homework is monitored and tighter procedures developed by departments for students who are not completing homework	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> PDE/Paul May 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Through LM of PDE and Paul May and regular reporting through Behavior Report
Homework clubs run and students are targeted. Reporting back is in place through the new 'Behavior Report'	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> PDE with HOY 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Reduction in H/W detentions in behavior report PDE/LE
Whole school strategy for independent learning developed and rolled out to ensure students revise effectively and are well prepared for terminal examinations	<ul style="list-style-type: none"> Sept 2107 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Paul May 	<ul style="list-style-type: none"> £5000 	<ul style="list-style-type: none"> Implementation of strategy – LM with LE and reporting back to CPW governors
Implementation of the reviewed Rewards policy within all year groups – Training for staff Share with pupils and parents Ensure administrative systems are effective and operational systems in place to manage Rewards assemblies procedure created and used by all HOYs	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> PDE HOY 	<ul style="list-style-type: none"> Rewards budget 	<ul style="list-style-type: none"> PDE through behavior data SLT LM
Attendance continues to remain a key focus for all- Implementation of the waves attendance model- Half term focus on agenda for HOY start of each half term Weekly attendance raffles and weekly competition between year groups	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> HOY 	<ul style="list-style-type: none"> Admin time 	<ul style="list-style-type: none"> PDE through regular review of coverage during unstructured times. Reported as part of behavior plan
Punctuality – HOY to identify key target pupils at the start of the year- Letters home and plan for each student in place using the Waves model	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> PDE/HOYs 	<ul style="list-style-type: none"> Admin time 	<ul style="list-style-type: none"> PDE/LE through regular reporting

HOY to report back to SLT on behavior, attendance and punctuality at the end of each term	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> HOY 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> PDE through LM
Continue to focus on mental health and student wellbeing through the curriculum (PSHCE), assembly and tutor time program. Ensure the HUB continues to offer interventions on request 'Well Being' focused weeks to continue. Feedback taken from students on effectiveness	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> KC/AS 	<ul style="list-style-type: none"> £5000 	<ul style="list-style-type: none"> KC through LM and HUB meetings
Review PSHCE schemes of work and implementation of new lessons through these.	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> HoD 	<ul style="list-style-type: none"> £2000 	<ul style="list-style-type: none"> KC though LM
Explore the use of mindfulness- Run a pilot project	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> HoD 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> KC through LM
Continue to focus on intervention programs ensuring that impact is measured and reported back on each half term	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> HoD 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> KC through LM

Target 3: Ensure High Attainers are achieving in line with Non HAPs

Rationale: Data on entry shows that cohorts at BSfG are becoming more able. In year data shows that 'higher ability' students' are making less progress than other groups are. This is the case for the current Year 7. Historical data shows that whilst making progress still, higher ability students are not making the significant progress that other non HAP's students are. Data shows that they are more likely to perform at national average in terms of progress rather than significantly better than non-HAP's have. Within some subject areas progress has been slightly below national average e.g. English (ROL2016) Current data shows that there are gaps in achievement within some year groups which need to be closed rapidly, particularly in the lower school, so that students can be well prepared for the more challenging GCSE examinations which they will sit.

Data to support our focus in this area is as follows:

- Academic value add was significantly below average and in the lowest 10% for learners with prior attainment grade of A and above – VA score was -0.62 (16-19 data dashboard, 2016)
- Percentage of A level learners attaining AAB* by prior attainment was well below the national (14% vs 37%) (16-19 data, dashboard, 2016)
- The progress 8 score for high prior attainment students was -0.03 vs 0.20 for all students (data dashboard, 2016)
- The attainment 8 score for high prior attainment students was below national expectations (data dashboard, 2016)
- High prior attaining SEN support students had a P8 score of -0.21 vs non-SEN of -0.08
- High prior attaining students had lower P8 scores in Science, Maths, Humanities and Ebacc compared to middle or low prior attainment students (data dashboard, 2016)
- High prior attaining students had lower threshold scores for English and Maths compared to the national (90% vs 97%) (data dashboard, 2016)
- High prior attaining students had P8 scores which were 0.5 to <1 grade below national in Maths (ROL, 2016)
- High prior attaining students had attainment below national in Science and Humanities (ROL, 2016)
- High prior attaining students had P8 scores of below that of low and middle prior attainment students in P8 overall (-0.03), English element (-0.02), Maths element (-0.23) and Ebacc element (-0.08) (ROL, 2016)
- In terms of A*/A attainment thresholds high prior attaining students had outcomes below the national for English, Maths, Science, Languages and Humanities (ROL, 2016)
- In terms of subject attainment, subjects significantly below the national for achieving higher outcomes were Business, English Language, History and Maths (ROL, 2016)
- KS2 prior attainment of KS3 & KS4 students from ROL 2016 shows that although Years 11 and 10 are sig- in terms of prior attainment, years 9, 8 and 7 are not. (ROL, 2016)
- KS2-4 VA score for 2013 and 2014 showed that low and middle prior ability students were sig+ on ROL but not the high prior ability students (ROL, 2015)

Success Criteria:

- HAP students to make their expected levels of progress and for their value added residuals to reflect targeted, or higher, attainment
- Teaching and assessment are consistently effective, provide challenge enabling students to meet their targets
- Underachievers plan in place for HAP's created by HOY and Lead, with specific targets for improvement which is reviewed following each data collection
- The curriculum and schemes of work are fit for purpose, identifying challenge and acceleration opportunities throughout
- ATL scores for HAP' pupils are in line with the target for all others. Average at 1.4 by the end of the academic year
- Student feedback demonstrates that Haps feel challenged within the classroom and recognized for their achievements
- Talented is identified, supported and celebrated throughout the school year
- Raised awareness amongst parents, with specific support identified which parents could provide/ Use Community lead to support here
- HAP data is tracked over the course of the year to ensure appropriate response to under performance

Key Actions	Start	End	Lead	Resource	Monitoring (who/how)
<p>Leadership and Management</p> <p>Ensure new school lead is well trained and visits schools to look at good practice</p> <p>Raise the profile of HAPs through whole school training/information in bulletin, newsletters and highlights</p> <p>HAP students in each year group will be identified (based on KS2 data) and shared with all teachers. 4 Matrix groups set up</p> <p>Lead to meet with HOYs to agree plan for underachieving HAPS. Plan to be reviewed following each data collection.</p> <p>Report to governors at ACPW committee under achievement – RB to report back</p>	<ul style="list-style-type: none"> • Sept 17 • Sept 17 • Sept 17 	<ul style="list-style-type: none"> • Ongoing • Ongoing • Termly reports 	<ul style="list-style-type: none"> • RMU/ RMU/HOY • RB 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • DSI • DSI/PDE through closing the gaps meetings • Governing body through report backs/DSI
<p>Teaching Strategies</p> <p>All teachers to be aware of who the HAP students are and to have planned for their needs in lessons using MINT seating and mark sheets.</p> <p>Ongoing training for staff on Stretch and Challenge Models:</p> <p>Students to implement challenge questions into all lesson to encourage HAP students to push themselves.</p> <p>HAP students to have differentiated work/materials that support them in attaining the higher grades in your subject area.</p> <p>Greater challenge instilled in homework through project based work/wider reading.</p> <p>Development of challenge booklets for targeted students in targeted year groups</p> <p>Opportunities to be created where possible to praise, motivate and inspire the HAP students to nurture their thirst for learning and desire to achieve.</p>	<ul style="list-style-type: none"> • Sept 2017 • Sept 2017 	<ul style="list-style-type: none"> • Ongoing • Ongoing 	<ul style="list-style-type: none"> • RMU/SLT • RMU/ED O 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • DSI/PDE through learning walks
<p>Curriculum Design</p> <p>Review year 7 transition curriculum and summer work. Ensure that this reflects the greater challenge focus for HAP's students</p> <p>Review schemes of work –5 departments each term. Ensure challenge incorporated into all schemes of work – all lessons – KS3 developing skills for GCSE</p>	<ul style="list-style-type: none"> • Sept 2017 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • RMU/Head of Year 7 • RMU/PDE 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • DSI/PDE

<p>Explore early entry for the most able. Report back to SLT in January SLT meeting</p> <p>Pilot EPQ style project within one year group lower down the school (Year 8) Ensure that sixth form students are involved in supporting the project. Share the project outcomes with all staff in April 2018. Agree the way forward following the review</p> <p>Tutor groups set up for able students or set up by a project to complete. Based on personal interest or ability.</p>					
<p>Enrichment Opportunities</p> <p>Remove the taboo of celebrating high achievers – ensure that this group’s successes are celebrated and that they feel appreciated for their efforts through: celebration assemblies; prize draws and communication with home.</p> <p>Work with departments to identify additional opportunities for HAP students outside of the classroom to instill a sense of interest and passion – these could be opportunities both within and outside of the classroom</p>	<ul style="list-style-type: none"> • Sept 2017 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • RMU/SLT 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Target 4: Improve Student Outcomes at Sixth form to at least meet National Expectations

Rationale:

Outcomes at Sixth Form are not in line with national expectations, and this is now a trend rather than a dip. The numbers in the sixth form are small and whilst there is some underachievement this is exacerbated by the very small numbers in some classes. The entry requirements are lower than most local Sixth Forms, and this means our cohorts have a lower starting point. Departments have provided rigorous intervention for those students identified as underachieving, and both the Head of Year 12 and Head of Year 13 have provided intervention for those underachieving, including focused mentoring and resits. Sixth Form monitoring (both from SLT and Heads of Sixth Form) has shown good or outstanding teaching, and the Heads of Sixth Form have met individually with KS5 subject leaders to develop action plans in further detail. Additionally all students are supported through the literacy and academic writing courses run within the sixth form. Despite these efforts, outcomes still remain low. Recruitment into Sixth Form continues to present challenges and must continue to be a priority in order to secure funding and a viable Sixth Form for the future.

Data to support our focus in this area is as follows:

- VA for 2016 was significantly below average and in the lowest 10% for academic and applied general. The VA score in 2016 for academic qualifications was -0.41 and for applied general was -0.76. In 2015 the VA score for academic qualifications was -0.25 and in 2014 it was -0.09. (16-19 data dashboard, 2016)
- The VA for disadvantaged students in academic qualifications was -0.31 in 2016, -0.20 in 2015 and 0.01 in 2014 (16-19 data dashboard, 2016)
- The VA for A level learners was -0.38 in 2016, -0.23 in 2015 and -0.07 in 2014 (16-19 data dashboard, 2016)
- The VA for AS learners was -0.28 in 2016, -0.12 in 2015 and -0.09 in 2014 (16-19 data dashboard, 2016)
- In terms of prior attainment, those learners who have an A+ from GCSE achieve the lowest VA score of -0.62 and this is vs -0.33 for B grade students, -0.31 for C grade students and -0.29 for D and below grade students (16-19 data dashboard, 2016)
- Subject areas taught by the school which had significantly negative VA scores (> -0.20) for A level in 2016 were Biology, Chemistry, Photography, Psychology, English Language, English Literature, Maths, History, Applied ICT, Economics, Drama and Textiles (16-19 data dashboard, 2016)
- Subject areas taught by the school which had significantly negative VA scores (> -0.20) for AS level in 2016 were EPQ, Chemistry, Geography, English, Applied ICT, Textiles, (16-19 data dashboard, 2016)
- Data analysis from the academic year 2016/17 indicates that the school still has a negative value add for academic subjects – particularly facilitating subjects

Success Criteria:

- Leadership of the sixth form is strong and this is a central focus of all whole school improvement planning, monitoring and evaluation
- Sixth Form outcomes are in line with national expectations and there are no gaps in attainment.
- Year 11 participate in a range of transition activities and reflect positively on these experiences (evidence from student surveys).
- At least 75% of the current year 11 cohort are retained into year 12 (83 students excl. external)
- All students are enrolled onto appropriate courses that are suitable for their needs/ability.
- Students are retained for the duration of their provision.
- Students adhere to the expectations and a positive culture of learning is established across the sixth form.
- Clear processes of monitoring and intervention are implemented and effective - reducing gaps in attainment/issues.
- Students make productive use of study sessions, maximising impact in lesson, and developing independent study skills.
- Students adhere to the attendance and punctuality expectations of the whole school.

Key Actions

Leadership and management

Induction of New Head of Sixth form.(Associate SLT)

Start

- Sept 2017

End

- Ongoing

Lead

- KC

Resource

- £500

Monitoring (who/how)

- LE

Raise the profile of the sixth form by ensuring that it has a central focus in all whole school improvement planning including attendance at SLT	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> LE/KC 		<ul style="list-style-type: none"> LE through LM of KC
Transition Plan for new Year 12 and Year 12 into 13 Year 11 into 12 Course information and blocks to be finalised and confirmed with the consortium to ensure appropriate subject choice is available	<ul style="list-style-type: none"> July 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> DSI 		<ul style="list-style-type: none"> CRO
Fresher's week style event organised for the start of the year - all departments use week one as induction week, introducing the subject expectations and content.	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Linsey 		<ul style="list-style-type: none"> KC through LM
Sixth Form open evening to present all subjects and for it to be well attended. Year 11 students to participate in sixth former for day whereby they experience the 6th form. This will provide students with the opportunity to ask questions and for misconceptions to be addressed. As many subjects as possible will be available for students to try on the day.	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Linsey 		<ul style="list-style-type: none"> KC
Year 11 into 12 interviews – students will be interviewed about their subject choices and asked what their plans for the forth coming year. A range of year 11 assemblies to be led by the head of sixth form focused on sharing information on key dates for enrolment.	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Linsey 		<ul style="list-style-type: none"> KC
Year 11 tutors to share information and push the sixth form in tutor time	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Linsey 		<ul style="list-style-type: none"> KC
Year 12 into year 13 Students complete 2 PPE exams with the second informing whether students complete a resit exam.	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 		<ul style="list-style-type: none">
The resit exams are for students who attained a grade that is more than 1 grade away from their target grade. Resit exams are completed in the sixth form centre under the supervision of Oksana.	<ul style="list-style-type: none"> June 2017 	<ul style="list-style-type: none"> July 2017 	<ul style="list-style-type: none"> SO/RB 		<ul style="list-style-type: none"> CRO
Students who fail to meet the requirements will be invited to a review meeting with their parents/carers to discuss options moving forward.	<ul style="list-style-type: none"> July 2017 	<ul style="list-style-type: none"> July 2017 	<ul style="list-style-type: none"> SO/RB 		<ul style="list-style-type: none"> CRO
Meticulous monitoring and support of students after each data point. Follow the Year 11 model: Year 13 Rigorous programme of intervention for underachievement at all levels .	<ul style="list-style-type: none"> Sept2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Linsey 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> KC
Use of rewards in line with whole school policy along with specific Sixth Form rewards.	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Linsey 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> KC
Communication with parents following data points, to outline intervention and what they can do to support.	<ul style="list-style-type: none"> Sept 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Linsey 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> KC

<p>Teaching and learning to consistently be good or outstanding.</p> <p>Flipped learning to be used every lesson, PLCs to be used as part of AfL, and folders to be organized in line with Sixth Form expectations.</p> <p>Sixth form teachers to meet on a monthly basis to share strategies and good practice.</p>	<ul style="list-style-type: none"> • Sept 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Linsey 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • KC/DSI
<p>Curriculum</p> <p>To ensure consortium blocks are established so that the consortium exchange can take place seamlessly</p>	<ul style="list-style-type: none"> • Sept 2017 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • DSI/SLT 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • KC/DSI
<p>An appropriate mix of subjects, both level 2 & 3, offered that are best suited to the abilities of the year 11 cohort.</p>	<ul style="list-style-type: none"> • Sept 2017 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Paul May/Linsey 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • KC
<p>To further our partnership with Isleworth and Syon to enable subject choice where blocks limit options. (Level 2 provision and level 3 courses) (see target 5)</p>	<ul style="list-style-type: none"> • Sept 2017 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Paul May 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • LE
<p>Use of Study Support Sessions</p> <p>To develop effective habits for independent learning by ensuring that the policy is applied consistently.- At least 2 study support sessions per subject</p>	<ul style="list-style-type: none"> • Sept 2017 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Study support manager /OSF 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • KC
<p>First half term programme focuses on use of study and organisation of workload</p>	<ul style="list-style-type: none"> • Sept 2017 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Study support manager /OSF 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Linsey
<p>Teachers to provide work for study support sessions for students to complete additionally to homework</p>	<ul style="list-style-type: none"> • Sept 2017 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Class teachers 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Linsey
<p>To ensure that the study centre has visible reminders displayed effectively</p>	<ul style="list-style-type: none"> • Sept 2017 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Study support manager /OSF 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Linsey
<p>Create guide for parents re what's expected in home study</p>	<ul style="list-style-type: none"> • Sept 2017 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Linsey 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • KC
<p>Study sessions are managed effectively and students work in line with the expectations (silent, productive and proactive)</p>	<ul style="list-style-type: none"> • Sept 2017 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Study Support 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Linsey

			Manager / OSF		
Teachers make use of referral system whereby they refer work to Study Support Manager where additional out of lesson intervention is required	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Oksana/HOSF 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> KC/Oksana/HOSF
Behaviour for Learning (Include Punctuality) Implementation of the reviewed sixth form expectation including: Roll out of sanction and rewards system Implementation of dress code Waves punctuality system is in place High visibility re systems Key focus in all assemblies Monitoring on SIMs as with whole school Student punctuality is good and monitored regularly to ensure students do not miss learning opportunities.	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Linsey/P DE 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> KC
Raise profile of BFL in sixth form by ensuring that this is included in the ½ term reports	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> PDE 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> LE
Attendance Raise the profile of sixth form attendance- This is regularly reported in the behavior report to governors alongside the whole school data	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Lynsey and PDE 		<ul style="list-style-type: none"> Termly behavior and attendance reports Through LM with LE
Ensure that the new head of sixth form is working with AHT attendance is using the waves model of intervention for attendance	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Linsey /PDE 		<ul style="list-style-type: none"> Through LM with LE
All stakeholders in the sixth form are aware of the steps to take where attendance has been poor and parents are made aware at the earliest opportunity	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Linsey/tutors 		<ul style="list-style-type: none"> KC
Persistent non attendance pupils are referred to the HUB /pastoral manager interventions actioned which are time limited and measurable.	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Linsey/P DE 		<ul style="list-style-type: none"> KC

Attendance reports are monitored weekly by tutors as with the main school, with intervention and follow up where required	• Sept 2017	• Ongoing	• Linsey		• KC
Attendance is high profile across tutor groups and the year group with students rewarded for good attendance weekly as with the lower school and prize draws used as with the main school	• Sept 2017	• Ongoing	• Linsey		• KC
Implementation of electronic registration, pupils monitored signing in and out within the school day.	• Sept 2017	• Oct 2017	• Linsey		• KC
Students pro-actively complete the special consideration of absence forms to monitor known absence- These to be signed off by head of sixth form	• Sept 2017	• Ongoing	• Linsey		• KC
Signing in and out during the school day is managed effectively with new card system and students are aware of the expectations	• Sept 2017	• Ongoing	• Linsey		• KC
Increase parental involvement in the school, and communication with parents. Invite all parents to a 'welcome to year 12' evening Tutors to contact parents and provide regular updates in line with whole school policy on sharing both positive and negative feedback Teachers to contact home to discuss underachievement where necessary	• Sept 2017	• Ongoing	• Linsey	•	• KC

Target 5: Ensure the Financial Stability of the School

Rationale: The school currently has been able to secure a balanced budget having implemented a number of efficiency savings over the last few years. The smaller pupil numbers now in the top end of the school (Created by a drop in student numbers in the LA) have created an additional drain on the schools' resources, although with bigger numbers coming through, this is beginning to subside. The school recognizes that increases to pupil numbers will support growth of the school budget. It is also concerned that a national funding formula could put additional strain on an already smaller budget. Additionally, the growth in numbers will also support achievement data at post 16. The further development of Partnership working with other local smaller schools, will also ensure that the principle of 'best value' drives efficiencies across the school(s) and will support the school to remain financially secure and ensure that provision supports good 'value'.

Success Criteria:

- School has a balanced budget and reserves remain at 300-400K
- Implementation of a robust recruitment policy which:
- Retains 75% of the current year 11 into 6th form
- Ensures that the school is full in Year 7
- Creation of a plan for further collaboration with partner school(s)
- Current staffing structure has been reviewed and costed to ensure value for money
- Curriculum reviewed to ensure best value for money
- Fundraising plan being implemented (PTA, Corporate funding streams), new revenues are created.
- Current spending plans have been reviewed with further savings identified e.g. capitation

Key Actions	Start	End	Lead	Resource	Monitoring (who/how)
Budget planning – Review current spending plans and capitation for the year ahead Share budget termly with SLT considering savings throughout	• Sept 2017	• Ongoing	• MP		• LE through LM and SLT and GB meetings
Continue to monitor budget tightly through the monthly management accounts and termly focus on staffing structure	• Sept 2017	• Ongoing	• MP		• LE
Review of school lettings	• Sept 2017	• Ongoing	• MP		• LE
3 year budget project where feasible	• Sept 2017	• Ongoing	• MP		• LE
Review of whole school staffing structure. Agree actions moving forward and suggestions to Governors HR and P and F groups Review to be shared with governors HR and SLT	• Nov 2017	• Shared Jan GB	• LE with deputies and MP	•	• GB through HR and P&F meetings

<p>Recruitment Strategy paper created with SMART targets created using prior knowledge of place planning and previous plans to support. Strategy paper shared with SLT and the GB and report on termly</p> <p>Strategy paper to focus on recruitment at post 16 and Year 7</p> <p>Year 7 marketing to include:</p> <p>Full analysis of the year 7 numbers and what schools pupils' come from</p> <p>Targeted response to areas such as Feltham</p> <p>Short and long term targets (SMART) which can be measured and are impact driven)</p> <p>Review of whole school documentation</p> <p>Rigorous focus on Alumni as a marketing brand re the 'Brentford Girl' to aid further recruitment</p> <p>Sixth form marketing to include:</p> <p>Sixth Form pupils used as ambassadors and effective role models across the school at key events and leading the enrichment program. Sixth form students actively lead the student voice activity within the school.</p> <p>Sixth formers to mentor students in the lower school where possible</p> <p>Sixth form students to deliver assemblies/tutor time to lower school to raise awareness of what happens in the sixth form – e.g study expectations, trips and visits</p> <p>Whole school invited to 'so you want to be a...' lunches</p> <p>PSHE lessons to cover sixth form expectations and requirements</p>	<ul style="list-style-type: none"> • Oct 2017 – Plan in place 	<ul style="list-style-type: none"> • July 2018 	<ul style="list-style-type: none"> • KC 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • LE through reports to SLT and GB termly
<p>Partnership plan created for further partnership work with I and S school. Agree plan for the year ahead and share with both schools SLT and the GB</p>	<ul style="list-style-type: none"> • Sept 2017- Plan in place 	<ul style="list-style-type: none"> • July 2018 	<ul style="list-style-type: none"> • LE 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Termly update to GB
<p>School to put in a Capital Improvement Fund bid to the EFA for consideration for financial support towards the replacement of Pankhurst flat roof (Summer 2018)</p> <p>Due diligence work in place</p> <p>Work alongside PWA to ensure bid is well prepared and meets the EFA deadline</p>	<ul style="list-style-type: none"> • Dec 2017 	<ul style="list-style-type: none"> • March 2018 	<ul style="list-style-type: none"> • MP 	<ul style="list-style-type: none"> • Support from PWA 	<ul style="list-style-type: none"> • Termly update to GB
<p>Further review Curriculum at KS3,KS4 and KS5 re cost effectiveness. Ensure that curriculum meets the needs of students and that affordable curriculum is in place and is good value for money (Review and consider the effectiveness and impact of the three year KS4)/KS3ICT Curriculum?</p>	<ul style="list-style-type: none"> • Sept 2017 	<ul style="list-style-type: none"> • Oct 2017 Ongoing 	<ul style="list-style-type: none"> • Paul (Support DSI) 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • LE and New curriculum booklet shared with SLT and

					structure shared with GB
<p>Fundraising strategy plan to be created identifying the different levels of need, short, medium and long term achievements.</p> <p>Corporate funding plan implemented on agreement with governors</p> <p>Development of the schools' PTA as a fundraising mechanism</p> <p>Review school lettings and consider the impact on the budget of developing these further (Cost v spend model)</p>	<ul style="list-style-type: none"> • Sept/ • Oct 2017 	<ul style="list-style-type: none"> • July 2018 	<ul style="list-style-type: none"> • LE with MP/Liz 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • GB through GB meetings termly • KC