

Summary of Objectives and Outcomes

Focus	Objective	Outcomes
1. Achievement and Progress	Strategies to support all individuals and identified groups of students to make at least good progress are developed and embedded in practice.	<ul style="list-style-type: none"> - Data is used effectively to ensure students are set challenging targets which enable them to make good progress in relation to their ability and starting points -Standards achieved are high relative to starting points: 5A*-C inc Eng/Mat – 48% (FFT B-A =43-51% , 2012 = 38%), 3 levels of progress Eng – 64%, Mat – 56% (FFT B-A - Eng = 59-69%, Mat – 48-59%, 2012 = Eng - 42%, Mat - 35%), 4 levels of progress Eng – 22%, Mat – 15% (FFT B-A - Eng = 22-32%, Mat = 15-24%, 2012 = Eng – 9.4%, Mat – 6.3%), APS – 350 (FFT B-A = 326-330, 2012 = 336), Post 16 – ALPS VA <5 -Whole school and departmental strategies enable all identified groups of pupils to make good progress (SEN, LAC, FSM, EAL, Girls, Boys, different prior attainment, G and T) -There is a strong upward trend on achievement and standards that is above the national improvement trend -Pastoral systems support students' academic progress
2. Teaching and Learning	To ensure that best practice CPD further develops the quality of teaching and active learning in order to establish securely good progress for all groups of pupils.	<ul style="list-style-type: none"> -80% of lessons observed are graded as good or better -Work scrutiny and lesson observation records show progress in line or better than progression line -Pupil interviews show that the majority of students are aware of and can articulate 'next steps' action -CPD enables all staff to develop their practice to meet the needs of the pupil's development as well as staff personal professional development (focus on: planning for outstanding, delivering differentiation, AfL, planning for student independence, challenge and SEN support -Learning Support Assistants will be developed to have the necessary skills, and operate within an effective system, to support students -The bespoke Teacher Development Cycle addresses specific classroom practice, to achieve outstanding; -Non-negotiable professional duties are shared and embedded to create consistency in the classroom. -Teaching and Learning Policy establishes a framework for achieving 'outstanding' -Homework review and marking is used effectively to develop independence -Schemes of learning include high levels of challenge references to technology.
3. Attendance and Behaviour	Students' consistently high attendance levels and thoughtful behaviour are key features in their successful learning and	<ul style="list-style-type: none"> -Attendance levels across all cohorts and especially the more vulnerable are improved (2011/12 – 92.76%, FSM - 89.5%) in order to be in line with national averages (93.45%, FSM - 89.92%) -Persistent absence is reduced from 2011/12 (15%+ - 11.4%) to be in line with national averages (9.6%) -Excellent behaviour contributes to improvements in teaching and learning and better outcomes for

	create an extremely positive school ethos.	<p>all students (reduced number of on calls from 2011/12)</p> <ul style="list-style-type: none"> -The overall number of fixed term exclusions are reduced from 2011/12 (10.8%) to be in line with the national average (8.75%) -The number of students with repeat fixed term exclusions are reduced (2011/12 – 7.57%) -The number of students with SEN/Statements who have fixed term exclusions are reduced to be in line with national average
4. Curriculum Development	To ensure that the curriculum throughout the school is appropriate to meet the needs of individuals students and enables suitable progression	<ul style="list-style-type: none"> -Revised curriculum choice and provision contributes positively to all key outcomes – improved engagement, behaviour, attendance, progress and attainment. -Students in KS3 make more rapid and sustained progress, especially those who enter the school with below average levels of literacy and numeracy. -An appropriate, flexible and more personalised curriculum is put in place, which has real impact on rates of progress and examination outcomes
5. Literacy and Numeracy	The explicit teaching of literacy and Numeracy is evident across the curriculum in order to support student access and progress	<ul style="list-style-type: none"> -A significant increase in student literacy is measurable and shows ‘rapid progress’ in basic reading and writing skills -Marking for literacy policy is in place and consistently used -Whole school is committed to improving literacy in their teaching and learning -The Library is used by all departments to support subject specific literacy development and enjoyment for reading -Sustained intervention programmes are implemented for students with literacy and numeracy problems -Increased confidence in engaging in Speaking and Listening opportunities to improve students’ learning. -Development plans, SoW and lesson plans demonstrate a commitment to providing literacy and numeracy opportunities to enhance students’ learning
6. Leadership	To ensure that leadership at all levels, including governance, is highly effective in enabling the school to make improvements in all aspects of its work.	<ul style="list-style-type: none"> -Ambitious student, department and whole school targets are met (see achievement / student progress) -School monitoring and self evaluation procedures are followed by all leaders (accurate completion of exam reviews, SEFs and implementation of associated improvement plans) in order to impact upon the quality of teaching and learning -Appraisal processes enable staff to be held to account for student progress -Parents feel more engaged and involved in their child’s learning -The performance of governors enables the non statutory governor mark standards to be achieved – especially in relation to the use of data to hold the school to account and financial management