



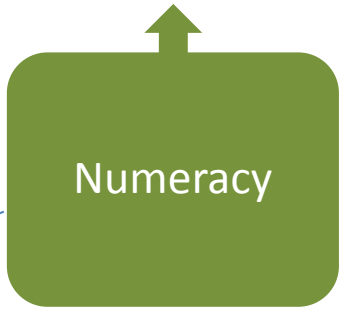
Draft Education Plan of Action

August, 2018 – July, 2019

John Gray High School

Contextual Experiences -To have consistent mathematical experiences in problem solving, reasoning and communication provided across the curriculum

Assessment - To have consistent understanding and application of assessment to inform teacher planning and instruction



Opportunity
To increase teachers, students and parents understanding of the benefits of TVET – including education, training and career opportunities (and thus reducing negative perceptions)

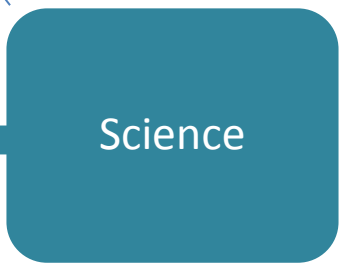
Response to Intervention
To have consistent implementation of the Response to Intervention Framework to develop emergent literacy skills in Reception and Years 1, 2 and 7 students

Balanced Literacy
To have consistent understanding and application of pedagogy of balanced literacy



SEND Policy
To produce a revised Special Education Needs Policy and Code of Practice

Reliable and Valid Data Systems
To have consistent structures for data collection and to ensure that data is reliable and valid



Pedagogy
To have consistent and effective practices in the teaching and assessment of science

Positive Behaviour Interventions and Supports - To have consistent and effective management of low-level behaviour in schools that adversely affects the school climate

NATIONAL PRIORITIES

Literacy

Target: To further increase the number of students that are able to both access the curriculum and accelerate progress to attain higher grades at KS4

Actions	Data/Research used to determine this action <i>(Evidence based decision-making)</i>	Expected Impact <i>(How will you know the action has been effectively implemented?)</i>	How will the action be monitored? <i>(Steps and timelines)</i>	Start Date	Completion Date	School Lead Person
<ul style="list-style-type: none"> To further develop emergent literacy skills in year 7 students. To develop a nurture group for students with or lowest literacy levels to supplement our successful LLI program. 	<ul style="list-style-type: none"> CAT data indicated 33% of our year 7 population have less than a 20% chance of gaining 5 or more L2 qualifications in Eng & Math. LLI has a proven track record of improving literacy levels through our withdrawal intervention. 	<ul style="list-style-type: none"> Improved LLI progress resulting in a greater number of students accessing the regular curriculum. DORA re-tests to show significant improvement. 	<ul style="list-style-type: none"> Early teacher / parent conference. Data seen used in lesson observations by Nov 18. Daily, high level of support needed with regular health checks and observations. Impact report from SENCO - termly 	Aug 18	June 19	Principal & SENCO. Ed psych
<ul style="list-style-type: none"> New lead teacher to revamp our key stage 4 literacy option and consider accredited courses as part of the offer. 	<ul style="list-style-type: none"> Low levels of literacy responsible for approx.50% of students that fail to meet level 2 graduation criteria 	<ul style="list-style-type: none"> 10% improvement in outcomes for students in KS4 with literacy option in English CSEC exam. Current data to add Oct 18 	<ul style="list-style-type: none"> Regular meetings with SL Literacy and SL English. 	Aug 18	June 19	Principal, NM (Lead teacher for Literacy)

Numeracy / mathematics

Target: To improve and sustain attainment at KS4 in mathematics

Actions	Data/Research used to determine this action <i>(Evidence based decision-making)</i>	Expected Impact <i>(How will you know the action has been effectively implemented?)</i>	How will the action be monitored? <i>(Steps and timelines)</i>	Start Date	Completion Date	School Lead Person
<ul style="list-style-type: none"> To further develop our targeted numeracy intervention and use of technology at KS3. Numeracy early intervention programme initiated (piloted in Summer 18) 	<ul style="list-style-type: none"> CAT and KS2 levels for Math on entry significantly below expectations (L4). 46% of Y7 cohort <4. Only 33% of students enter JGHS with a 4b or above. 	<ul style="list-style-type: none"> Increase in anticipated progress for targeted students. Improved mind-set towards mathematics. 40% of students to enter Y8 at or above expected level (5C) 	<ul style="list-style-type: none"> Progress data Student survey Case study (individual students) 	Sept 18 (pilot April 18)	June 19	SENCO, SL Math and IT support
<ul style="list-style-type: none"> Establish math camp intervention at key points to narrow the achievement gap 	<ul style="list-style-type: none"> Testimonies from Jamaican staff on impact of schemes. UK pupil premium data. KS data – need to accelerate progress. 	<ul style="list-style-type: none"> Data to show closing of gap for targeted group. KS 3 students below expectation. KS4 exam intervention group. 	<ul style="list-style-type: none"> KS3 and KS4 Progress tracking data. User defined groups in SIMs created to monitor progress – Academy TLC support. 	June 19 (Pilot)	Aug 20	Math Dept., SL and SLT lead
<ul style="list-style-type: none"> Improve KS 4 math outcomes (attainment) through: An analysis and improvement in the impact of SBAs in overall performance at KS4 and deep question level analysis of CSEC exam to relentlessly target underperformance 	<ul style="list-style-type: none"> KS4 Year 10 early exam entry data shows that 70% of borderline students submitted SBAs below 18/20 	<ul style="list-style-type: none"> Average SBA grade improved from – to -. A minimum of 65% conversion of CSEC grade 4s and 3s to 2s <p style="text-align: center;">OBVIOUSLY SUCCESS DEPENDENT ON FINAL OUTCOME</p>	<ul style="list-style-type: none"> SL Exam analysis. SSIO and Principal meetings with SL. 	Sept 18	Dec 18	SL, SLT and

Numeracy / mathematics

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<ul style="list-style-type: none"> Further development of cross-curricular numeracy work and map opportunities for collaboration across the curriculum. 	<ul style="list-style-type: none"> Teacher clarity – Visible Learning. Student conference feedback linked to PD that teachers could be more explicit with success criteria and links to other subjects. Hattie effect size - 	<ul style="list-style-type: none"> Numeracy is highly visible around school. Weekly bulletin / parent sessions support numeracy focus. Evidence of numeracy logo use. 	<ul style="list-style-type: none"> SL meetings with SLT, numeracy lead. Walk-throughs, formal observations. Pupil Leadership Team feedback, student survey re visible learning, 	June 18	June 19	SLT lead & working party
<ul style="list-style-type: none"> Contextual Experiences -To have consistent mathematical experiences in problem solving, reasoning and communication provided across the curriculum 	<ul style="list-style-type: none"> Ministry directive. Students learn best and retain information more when it is experiential. 	<ul style="list-style-type: none"> Students can apply mathematical concepts in real life situations. 	<ul style="list-style-type: none"> Subject audit at the start and end of year ASPIRE Day evaluations. 	Oct 18	April 19	SLT, SSIO and SL Maths, plus numeracy lead
<ul style="list-style-type: none"> Introduce school wide multiplication table challenge in Year 7 to mirror existing spelling program PLUS BUMERACY NINJA 	<ul style="list-style-type: none"> Mental maths and Multiplication weak in current year 7 (teacher feedback). Students in current Y7 – 40% below expected levels TBC. 	<ul style="list-style-type: none"> Teacher assessment and post intervention data shows marked improvement (will add baseline data % at start of programme) 	<ul style="list-style-type: none"> Math data tracking in year 7. Pre and post test data 	Oct 18	April 19	To be confirmed

Special Education Needs and/or Disabilities (SEN/D)

Target: To improve the teaching, provision and outcomes for students with special educational needs

Actions	Data/Research used to determine this action <i>(Evidence based decision-making)</i>	Expected Impact <i>(How will you know the action has been effectively implemented?)</i>	How will the action be monitored? <i>(Steps and timelines)</i>	Start Date	Completion Date	School Lead Person
<ul style="list-style-type: none"> Pilot bespoke nurture group work for students with the highest need in year 7 	<ul style="list-style-type: none"> See attached documentation of list of incoming year 7 students and need. At least 10 students coming in with N levels or 2 from KS2 along with social and emotional issues (feedback from transition meetings) 	<ul style="list-style-type: none"> Improved provision in place. Progress rates improved for LL learners. Evidence of social and emotional development through feedback from lead professionals 	<ul style="list-style-type: none"> SIMs UDG created with clear assessment points. Daily checks from Principal and SENCO. Delivery team feedback. Termly intervention feedback from SENCO 	Aug 18 (if staffing allows)	Dec 18	SENCO & support staff
<ul style="list-style-type: none"> Introduce a targeted intervention for students with dyslexia and see impact of programme on LLI progress. 	<ul style="list-style-type: none"> SEND analysis. LLI is producing good results but specific dyslexia intervention required. 	<ul style="list-style-type: none"> Improved LLI and NC level progress. Student feedback. 100% of students with dyslexia given coping strategies and self-support for learning. Staff PD re supporting dyslexia improving provision 	<ul style="list-style-type: none"> SIMs UDG created with clear assessment points. Daily checks from Principal and SENCO. Delivery team feedback. Termly intervention 	Oct 18	April 19	Principal, Ed Psych & SENCO
<ul style="list-style-type: none"> Increase the in house opportunities for sharing good practice and training in SEND 	<ul style="list-style-type: none"> SEND remains the highest ranking need in our staff survey for CPD 	<ul style="list-style-type: none"> Improved PD survey. Lesson observations, performance management. 	<ul style="list-style-type: none"> PM data. Within 60 hours mandated PD evidence of SEND training. 	Aug 18	June 19	SENCO & DEPs

Positive Learning Environments

Target: To maintain and constantly improve the climate at JGHS to maximise learning

Actions	Data/Research used to determine this action (Evidence based decision-making)	Expected Impact (How will you know the action has been effectively implemented?)	How will the action be monitored? (Steps and timelines)	Start Date	Completion Date	School Lead Person
<ul style="list-style-type: none"> Continue to embed the High 5 values to all in the school community 	<ul style="list-style-type: none"> Student owned, student driven PBIS data shows almost embedded sometimes an issue with frequent turnover of ancillary staff 	<ul style="list-style-type: none"> All stakeholders aware of and clear about values and what they mean in action at JGHS 	<ul style="list-style-type: none"> PBIS survey PBIS climate survey 	Sept 18	Ongoing	PF & SCAT
<ul style="list-style-type: none"> Develop a student pledge and re-visit the vision and mission of JGHS through work with the Pupil Leadership Team 	<ul style="list-style-type: none"> Attachment – PASS survey. Visible Learning, metacognition 	<ul style="list-style-type: none"> Greater student ownership of learning and behaviour. 	<ul style="list-style-type: none"> PASS and other ATL analysis 	Sept 18	Dec 18	PF, Principal and PLT
<ul style="list-style-type: none"> Introduce a new 'on-call' system to tackle disruption to learning 	<ul style="list-style-type: none"> ATL data 17-18, PLT feedback, a small minority of students continue to disrupt learning 	<ul style="list-style-type: none"> Reduction in disruptive behaviour, improved learning environment. Staff feel supported within tiers of intervention. 	<ul style="list-style-type: none"> Log analysed PBIS data on disruption SIMS behaviour reports 	Sept 18 (pilot) Oct 18 (full)	Jan 19	Principal & LMs
<ul style="list-style-type: none"> To have consistent and effective management of low-level behaviour in schools that adversely affects the school climate. Improve clarity with regard to sanctions at classroom level – posters, displays, training, assemblies 	<ul style="list-style-type: none"> PBIS effective classroom practice school survey (May 18) – 15% of staff felt this needed tightening 	<ul style="list-style-type: none"> Improved understanding of SOPs, depersonalisation of behaviour and less disruption with greater consistency across academies 	<ul style="list-style-type: none"> Pastoral audit Sept 18 PBIS surveys in Oct 18 and March 19 	Sept 18	March 19	Principal and SLT
<ul style="list-style-type: none"> Introduction of a new set of standard operating procedures (SOPs) to improve consistency across academies 	<ul style="list-style-type: none"> Consistency between academies and departments – highlighted in baseline inspection 	<ul style="list-style-type: none"> Improved understanding of SOPs, depersonalisation of behaviour and less disruption with greater consistency across academies 	<ul style="list-style-type: none"> Pastoral audit Sept 18 PBIS surveys in Oct 18 and March 19 	Sept 18	Jan 19	Principal and SLT

Positive Learning Environments

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<ul style="list-style-type: none"> Further develop a pastoral reward system in tutor groups to improve areas of attachment, pride in the school and use of planners to improve communication and interactive learning 	<ul style="list-style-type: none"> Sims / passport data shows ratio of positive to negative nowhere near 8-1 at present 	<ul style="list-style-type: none"> More positive school climate, data showing good distribution of achievement points to behaviour points across whole school and each academy 	<ul style="list-style-type: none"> Weekly SIMs report shared in bulletin. To feature in PM and mid-year reviews. SLG roll out. 	Sept 18	June 19	Principal and PF
<ul style="list-style-type: none"> Action on lateness – improve monitoring (administration) of reporting and actions, teaching in assemblies and lessons. 	<ul style="list-style-type: none"> PBIS data 2017-18. New school research for OBC average transition time 5 mins. 	<ul style="list-style-type: none"> Reduction in session lateness. Reduction in lateness to lessons. Greater student understanding of 'right time, right place; Av transition time reduced to 3 mins. 	<ul style="list-style-type: none"> SIMs / passport monitoring at all levels – tutor, academy, SLT 	June 18	February 19	Academy staff, tutors, PBIS SCAT
<ul style="list-style-type: none"> Implementation of new National School Uniform Policy 	<ul style="list-style-type: none"> Ministry mandate. 	<ul style="list-style-type: none"> 100% of students compliant. Survey shows majority of students take pride in appearance 	<ul style="list-style-type: none"> Daily monitoring from tutor. SLT / Principal meet and greet from buses. SLT pastoral walk-throughs 	Aug 18	Ongoing	Principal and all staff

Data Systems

Target: Effective use of data and SIMs at all levels to enhance school performance

Actions	Data/Research used to determine this action <i>(Evidence based decision-making)</i>	Expected Impact <i>(How will you know the action has been effectively implemented?)</i>	How will the action be monitored? <i>(Steps and timelines)</i>	Start Date	Completion Date	School Lead Person
<ul style="list-style-type: none"> • Launch of new parent portal (now called Everest) 	<ul style="list-style-type: none"> • Parent buy in, improving accountability. When parents are involved more improved effect size - Hattie 	<ul style="list-style-type: none"> • Greater accountability for in-school systems and reward / sanction system. • Improved parental engagement – survey. • Improvement in WS attendance. 	<ul style="list-style-type: none"> • Student / teacher dashboards. • Parent feedback and analysis data 	<p>June18 (pilot)</p> <p>October 18 (full roll-out)</p>	<p>Full operational by Dec 18</p>	<p>Principal & data manager</p> <p>EDU365 support</p>
<ul style="list-style-type: none"> • Further improve our internal use of SIMs and the data passport to improve our efficiency and use of information. 	<ul style="list-style-type: none"> • Information rich schools – feature of highly effective schools 	<ul style="list-style-type: none"> • Evidence driven decision making at all levels evident. Meeting notes show use of dashboard. • All SLT trained. Tutors all reminded of responsibilities and weekly checks. 	<ul style="list-style-type: none"> • Training logged. • SIMs skills audit at all levels to monitor effective use. 	<p>Aug 18</p>	<p>Ongoing</p>	<p>Principal & data manager</p> <p>EDU365 support</p>
<ul style="list-style-type: none"> • Introduce Most Likely Grade (MLG) predictions to mark sheets to improve clarity and expectations of learners and accountability of staff 	<ul style="list-style-type: none"> • Visible Learning & teacher clarity research. • Feedback from Pupil Leadership Team Conference 	<ul style="list-style-type: none"> • MLGs visible in all KS4 mark sheets • Staff have greater understanding and ownership of pupil performance 	<ul style="list-style-type: none"> • MLGs analysed at each assessment point. • LM discussions with staff • Whole school analysis using MLG plus analysis of accuracy of teacher predictions as an indicator of effective teaching (Aug 19) 	<p>July 18</p>	<p>Jan 19</p>	<p>Principal, Dep for T&L & data manager</p>

Data Systems

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Actions	Data/Research used to determine this action <i>(Evidence based decision-making)</i>	Expected Impact <i>(How will you know the action has been effectively implemented?)</i>	How will the action be monitored? <i>(Steps and timelines)</i>	Start Date	Completion Date	School Lead Person
<ul style="list-style-type: none"> Upskill our administration staff to use data and SIMs more effectively to have a positive impact on areas such as attendance and punctuality 	<ul style="list-style-type: none"> Feedback from SLY and admin staff identify skills gaps amongst Eos Hattie's research and drive towards better balance towards instructional leadership. 	<ul style="list-style-type: none"> EOs upskilled and using SIMs effectively in areas such as in-touch, SLG, attendance tracking and rewards. Greater capacity created for SLT to be more instructional 	<ul style="list-style-type: none"> LM of EOs. Skills audit and survey, pre and post Time analysis data from SLT <p>TRAINING UNDERTAKEN 30th April</p>	July 18	March 19	Principal / data manager Deputies
<ul style="list-style-type: none"> Initiate more robust analysis of KS4 data to create exam intervention groups at the start of year 11. This would include a data wall with visuals of students. 	<ul style="list-style-type: none"> Metacognition, student ownership of learning – positive effect size Hattie. 	<ul style="list-style-type: none"> Data walls established in each academy All students aware of next steps. 	<ul style="list-style-type: none"> KS4 performance data. Intervention must have impact. 	June 18	Impact analysed at Easter 19	Data manager and SLT - RW
<ul style="list-style-type: none"> Review and re-assess targeting at JGHS to ensure all students have accurate targets and CAT predictors in place (17/18 missing data) 	<ul style="list-style-type: none"> Metacognition, student ownership of learning – positive effect size Hattie. 	<ul style="list-style-type: none"> 100% of students with accurate and aspirational targets Transparency for teachers, students and parents and ownership of targets by students – in planner, students can talk about progress towards target 	<ul style="list-style-type: none"> Pastoral and curriculum walk-through checking targets and student understanding Progress matrices introduced to staff. 	Aug 18	Oct 18	Data manager and Deputies

Technical and Vocational Education and Training (TVET)

Target: To foster a greater understanding and appreciation of TVET through clear pathways to meet national priorities

Actions	Data/Research used to determine this action <i>(Evidence based decision-making)</i>	Expected Impact <i>(How will you know the action has been effectively implemented?)</i>	How will the action be monitored? <i>(Steps and timelines)</i>	Start Date	Completion Date	School Lead Person
<ul style="list-style-type: none"> To increase teachers, students and parents understanding of the benefits of TVET – including education, training and career opportunities (and thus reducing negative perceptions) 	National focus on creating TVET opportunities and pathways at school and beyond. Currently 11% of students choose TVET options at key stage 4	Increase in option numbers for TVET subjects at key stage 4. Evidence of continued TVET pathways at key stage 5	Checks made at TVET options showcased prior to course selection	Sept 18	Ongoing	Principal and SL Tech
<ul style="list-style-type: none"> Continue to have the biggest and best careers fair on island and showcase TVET pathways 	As above	Career fair in place with increased number of employers. High attendance at TVET based stands. Media release showcasing TCET work	As above	Feb 19	March 19	JK & CH

Science and STEM activities

Target: To improve the attainment and interest in science at all levels including support for students in Primary feeders to improve entry data.

Actions	Data/Research used to determine this action <i>(Evidence based decision-making)</i>	Expected Impact <i>(How will you know the action has been effectively implemented?)</i>	How will the action be monitored? <i>(Steps and timelines)</i>	Start Date	Completion Date	School Lead Person
<ul style="list-style-type: none"> To have consistent and effective practices in the teaching and assessment of science. 	<ul style="list-style-type: none"> Cross-system research / feedback via science lead suggests this is a key area for improvement. 	<p>Collaborative PD program with English and Maths to model good practice and develop consistency across departments in areas such as the impact of formative and summative assessment on student outcomes and developing common investigative skills.</p>	<p>Science subject audit</p> <p>Walk-through feedback</p> <p>Dept. PD focus</p>	Oct 18	June 19	SLT and SLs science, math and English
<ul style="list-style-type: none"> Develop the JGHS Science Passport to Success: Outreach work with our Primary feeder schools. 	<ul style="list-style-type: none"> KS2/3 transition data shows students enter high school with limited experiences of science 	<ul style="list-style-type: none"> Support in place for scientific investigation skills at a primary level, by supporting primary teachers as well as having Year 6 students come to school to work with some of the science teachers, familiarising themselves with lab skills and equipment. 	<ul style="list-style-type: none"> Observation of science in primary schools. Improved year 7 transition data in Sep 19 	Nov 18	Sept 19	Science Dept and SLT, MOE Science lead.
<ul style="list-style-type: none"> Further develop our drone, SeaPerch and robotics work in STEM cross discipline projects. 	<ul style="list-style-type: none"> Drone, SeaPerch and robotics work have generated great interest in practical science 	<ul style="list-style-type: none"> Improved connectivity between subjects. Improved profile of STEM with parents & community. Nominations for STEM awards in place. 	<ul style="list-style-type: none"> Department audits, student feedback 	Sept 18	June 19	SLT and SL Tech, maths, Science

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<ul style="list-style-type: none"> Host in-house Science / STEM Fair to improve investigative skills of Year 7 & 8 students. Feed students into Rotary Science Fair, Google Science Fair 	<ul style="list-style-type: none"> Investigative skills need improvement (Science strategy research). No JGHS participants in Rotary Science Fair last year 	<ul style="list-style-type: none"> Improved investigative skills seen in students work – science audit. JGHS participants in Rotary Science Fair 2019 and register for Google Science Fair in Sept 18 	<ul style="list-style-type: none"> Science audit. Science Fair results 	Sept 18	June 19	Science Team and SLT

Teaching & Learning

Target: To improve the quality of teaching and learning through evidence based practices and student feedback

Actions	Data/Research used to determine this action <i>(Evidence based decision-making)</i>	Expected Impact <i>(How will you know the action has been effectively implemented?)</i>	How will the action be monitored? <i>(Steps and timelines)</i>	Start Date	Completion Date	School Lead Person
<ul style="list-style-type: none"> Visible Learning – focus on impact in all we do. Student voice – Seek and act on PLT feedback on improving teacher clarity, particular in what success looks like (criteria) and clear learning intentions. 	PLT conference feedback indicated that this is an area that some teachers could improve. Hattie – effect size ‘teacher clarity’	Are decisions based on evidence / data? Is data used to inform planning and are students aware of what is need to make progress?	Through a range of monitoring activities is it evident that learning intentions and clear success criteria is evident in all classes: <ul style="list-style-type: none"> Monitor Planning Lesson observations Walkthroughs Scrutiny of students work Talking to students 	Sept 18	June 19	PF and Principal +TLCs

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Actions	Data/Research used to determine this action <i>(Evidence based decision-making)</i>	Expected Impact <i>(How will you know the action has been effectively implemented?)</i>	How will the action be monitored? <i>(Steps and timelines)</i>	Start Date	Completion Date	School Lead Person
<ul style="list-style-type: none"> Metacognition – To embed sharing of good practice from English to science & math 	Internal data analysis – End department report indicates importance of this work – in particular students’ ownership of their learning and awareness of next steps in learning.	Is there evidence of joint department work on metacognition? Is there a noticeable impact? Can students talk with authority about their learning and how they learn?	Through a range of monitoring activities is it evident that there is a focus on metacognition taking place in all classes: <ul style="list-style-type: none"> Monitor Planning Folders Lesson observations Walkthroughs Scrutiny of students work Talking to students 	Sept 18	June 19	RH and Eng Dept

Leadership at all levels

Target: To continue to build leadership skills and capacity throughout the school.

Actions	Data/Research used to determine this action <i>(Evidence based decision-making)</i>	Expected Impact <i>(How will you know the action has been effectively implemented?)</i>	How will the action be monitored? <i>(Steps and timelines)</i>	Start Date	Completion Date	School Lead Person
<ul style="list-style-type: none"> Create additional opportunities to upskill staff and build capacity – more associate roles in SLT, staff induction etc 	<ul style="list-style-type: none"> Proven to improve attachment and greater ownership of SIP etc – Engagement Survey 	<ul style="list-style-type: none"> Succession planning, SLT Improved capacity in leadership Greater buy-in from MLT 	<ul style="list-style-type: none"> Through SIP and PM progress meetings. Associate positions in place and full 	Sept 18	June 19	Principal SLT
<ul style="list-style-type: none"> Train and empower PLT to contribute further to school improvement 	<ul style="list-style-type: none"> Student voice key in school improvement – Visible Learning 	<ul style="list-style-type: none"> Are students contributing to whole school decisions, are they aware of priorities? 	<ul style="list-style-type: none"> PLT minutes. PLT conference. Lesson observations and involvement of students in curriculum and assessment of target. 	Sept 18	June 19	PF and Principal

Leadership at all levels

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Actions	Data/Research used to determine this action (Evidence based decision-making)	Expected Impact (How will you know the action has been effectively implemented?)	How will the action be monitored? (Steps and timelines)	Start Date	Completion Date	School Lead Person
<ul style="list-style-type: none"> Lead an in-house PD program based on needs and wants from staff 	<ul style="list-style-type: none"> Staff PD survey, in-house more effective than external courses 	<ul style="list-style-type: none"> Teach meets and online learning in place? 	<ul style="list-style-type: none"> Program in place, evidenced through PD records. Positive feedback records. 	Oct 18	June 19	TLCs and Dep
<ul style="list-style-type: none"> Increase impact of subject leaders in observations and support for other staff 	<ul style="list-style-type: none"> More middle leadership input proven to be more effective and recommendation from baseline inspection 	<ul style="list-style-type: none"> Improved subject specific feedback and development opportunities. 	<ul style="list-style-type: none"> Subject Audits, PM feedback Staff feedback. Lesson observations 	Sept 18	June 19	Principal and SLT

Additional notes:

Any remaining issues from the 2017-18 SIP that are not already in this document will be added after the data meet and end of year evaluation along with up to date data baseline information. Key information and targets from the SIP will also be simplified in a more visual document so that our priorities are clear to all staff.

Specific targets will be put in place for attendance, behaviour monitoring (including a reduction in exclusions), progress and attainment once the end of year data is available.

The introduction of the SIMs Learning Gateway will change parental engagement targets and PD and will need adapting.

ASPIRE DAYS CONTINUE – These are suspended curriculum days distributed across the year at key times. The purpose is to allow flexibility and create capacity of staffing to enable activities that cause major disruptions to learning to take place in an organised strategic format. SBA completion, Masterclasses, school trips, reward trips, major sports or music activities are examples of such. A total of 5/6 would be put in place subject to approval and a draft schedule can be provided.

Our jigsaw puzzle for school improvement at JGHS continues in 18/19:

- We will share values, a vision of the future and we will enjoy telling positive stories through #IamJohnGray and doing the little things well. We will look to make marginal gains
- Our language makes the school – always constructive, positive and with a growth mind-set
- Our school is a special place – we will value our environment
- We will try to do things right at John Gray – the details

- At John Gray we celebrate individuality but we sing from the same song sheet
- We take great care over our teaching, learning and assessment
- We will show flexible consistency and try to use consequential sanctions and restorative work where possible
- We will develop all staff – with internal, external and inspirational PD, we will value their time (meetings start and finish promptly) – Introduction of Teach Meets
- We will listen to, and ensure a student voice is heard – Pupil Leadership Team (PLT) and beyond
- We will embrace change, because change involves learning and learning is our core business
- We will simplify data and use it as information that all can access with the goal of improving progress
- We will practise learning and climate walks
- We will have high standards for staff and teaching, taking care in employment and deployment, it is a privilege with great responsibility working at JGHS
- We value and involve our parents and the community
- We make our school special and personal with outstanding pastoral care. Every child and adult matters at John Gray and we have an ‘unconditional positive regard for our young people’
- We communicate, collaborate and are creative. We are outward facing, resilient and are preparing our students as global citizens

Teachers talk (about learning)

Teachers observe (each other)

Teachers plan (collaboratively)

Teachers teach (with confidence)

In addition:

- Continued effective use of new data manager to upskill staff for succession planning, to simplify data and help us transition to a student and data driven, information rich school
- Development of an in-house magazine to improve positive image of school
- Uniform – embed the new jackets – for introduction Aug 18, and a smartening of school uniform and standards
- Outstanding after-school programme and opportunities to continue including ‘world class experiences’

- New JGHS. Completion of OBC and maintaining momentum
- Continued improvement of the physical school environment at existing JGHS, improved grounds maintenance
- Embedding and analysing impact of ASPIRE days to reduce cover and give opportunities to tackle other school issues and put masterclasses in for Year 11
- Continue to reduce exclusions whilst improving low level behaviour in class behaviour
- Improved attendance mechanism – administration support and training
- Continue to increase use of SIMs to improve communication and aid school improvement – specific examples – tutor showing achievement graphs, saving printing by checking reports on line, improved parent communication via intouch, more effective sharing of SEN and other relevant data

New

- Engagement survey feedback and action plan implemented and staff feel more engaged. Staff welfare a priority.
- New data manager in place, continued training and support required
- Timetabling training continues including new curriculum model and visionary work
 - Everest Parent Portal introduced and rolled out to staff, parents and student

Readiness for inspection, we will do our best to be honest and transparent but show the school in the best possible light and see this as a positive and constructive process.
MISSION ACOMPLISHED!!! Next step GOOD within 2 years.

JC April 19