



**JOHN GRAY HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2017-2018**

FOCUS FOR DEVELOPMENT	Literacy
TARGETS	<ol style="list-style-type: none"> 1. 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 2. Balanced Literacy - To have consistent understanding and application of pedagogy of balanced literacy

Code PoA16 PoA17 Insp	Action (s)	Lead Person	Support Persons	Start Review End Dates	Monitoring (Are the actions happening as and when planned?)	Evaluating the effectiveness – Impact of the Action (Have the actions had the effect we wanted?)		Next Steps
					How?	How?	Who?	
Balanced Literacy	Conduct professional development for support staff on the administration of DORA	Literacy Specialist	SENCO / Principal	Sep 2017	<ul style="list-style-type: none"> • Webinar scheduled with Rep from Let's Go Learn and facilitated together with Literacy Specialist • PD attendance form 	<ul style="list-style-type: none"> • Teacher reflection forms after PD session • New Year 7 students entered into Let's Go Learn software and database • Achievement data and scores for all skills and measures of DORA populated in Let's Go Learn database for all Year 7 students 	Principal and Deputies	Build on for next year improve engagement and data transfer.
	Provide effective regular assessment and monitoring of the RTI framework to ensure fidelity through: <ul style="list-style-type: none"> • Administration of DORA, as a screening assessment for all Year 7 students. • Utilise DORA, CAT and the Year 6 DRA results to triangulate data and identify students who are at risk • A post DORA assessment will be administrated at the end of the intervention cycle (approximately 18 weeks). • Administration of DRA as a progress monitoring assessment in Year 7 at least once a term for students in Tier 2 and Tier 3 interventions. • Termly progress monitoring meetings for RTI 	Principal	Principal / SENCO	Sep 2017	<ul style="list-style-type: none"> • Data entered into SIMS database in a timely manner and spot-checks complete • Progress monitoring meetings will occur • Principals provide feedback to SSIOs • Teacher/Coach feedback 	<ul style="list-style-type: none"> • Data collected from DORA and the DRA progress monitoring assessments will be used to inform decision making for students requiring interventions • Data collected from benchmarking and progress monitoring assessments used to inform in class planning for the regular classroom and interventions (e.g., whole class and small group instruction by classroom teacher). • Informal and formal observations 	SENCO and Principal	As above

		Monitor the delivery and fidelity of daily interventions as prescribed by the RTI framework	Principal		Sep 2017	<ul style="list-style-type: none"> Literacy Coach (SENCO for CYB) reports to principals and SSIOs Feedback sessions with interventionist, SENCO, principal, or teaching and learning coordinator 	<ul style="list-style-type: none"> Informal and formal observations Teacher Survey data Interventionist feedback 	Principal / SENCO	Maintain and improve with more bespoke interventions
		Implement a functional literacy qualification (City & Guilds) to accredit mastery at level 1 that will enable students to demonstrate a mastery of basic literacy skills.	Principal	SL English / Literacy	Sep 2017	<ul style="list-style-type: none"> Agreement on which students take this assessment Teachers teaching these groups adapt pedagogy to suit this curriculum 	<ul style="list-style-type: none"> The impact of this will be measured by the amount of students who are able to pass the exam. It should enable more students to receive a functional Level 1 pass in English. Creates a pathway to enable students to access level 1 or level 2 qualifications in English Greater student engagement as measured by student satisfaction survey 	Principal / RW / JK plus line managers of Eng & math	Completed and first cohort sat exam. Build on good practice and seek guidance re value.
		Audit, evaluate and support the Key Stage 4 Literacy Option at JGHS	Principal	SL Literacy, SL English. TLCs, Literacy Coach, SENCO	Nov 17	<ul style="list-style-type: none"> Conduct thorough review and impact analysis with SL and SLT 	<ul style="list-style-type: none"> Impact analysis and department report and baseline established. HQ provision highlighted 	Principal / SENCO	Completed through interview process. New SL in place Aug 18

FOCUS FOR DEVELOPMENT	Numeracy
TARGETS	<p>1.Contextual Experiences -To have consistent mathematical experiences in problem solving, reasoning and communication provided across the curriculum</p> <p>2. Assessment - To have consistent understanding and application of assessment to inform teacher planning and instruction</p> <p>3. To implement a Whole School Numeracy Project – reaching staff, parents and students. All teachers to be better teachers of numeracy in their subjects.</p> <p>4. City & Guilds introduced for lower level learners</p>

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Pedagogy	Provide professional development for principals, mathematics subject leaders, teaching and learning coordinators, and teachers for mathematics pedagogy and assessment	Numeracy Specialist	SL maths, Maths line manager	Aug 2017	<ul style="list-style-type: none"> Attendance records 	<ul style="list-style-type: none"> Lead Numeracy Teachers implement training with teachers in school 	Numeracy Specialist	
	Teachers use assessment strategies and outcomes in lessons (planning and implementation) to track student progress and achievement in mathematics	Numeracy Specialist	SL maths, Maths line manager	Aug 2017	Data discussion, Lesson observations, Walk-throughs, Work scrutiny, Formal lesson observations	<ul style="list-style-type: none"> Teachers plan for and use formative assessment in lessons There is evidence that formative assessment is supporting student progress 	Numeracy Specialist	More evidence required in 18/19 from book scrutiny etc
	Implement a functional numeracy qualification (City & Guilds) to accredit mastery at level 1 that will enable students to demonstrate a mastery of basic numeracy skills.	Principal	SL maths, Maths line manager	Sep 2017	<ul style="list-style-type: none"> Agreement on which students take this assessment Teachers teaching these groups adapt pedagogy to suit this curriculum 	<ul style="list-style-type: none"> The impact of this will be measured by the amount of students who are able to pass the exam. It should enable more students to receive a functional Level 1 pass in Mathematics. Creates a pathway to enable students to access level 1 or level 2 qualifications in mathematics Greater student engagement as measured by student satisfaction survey 	Principal	Completed, consolidate in 2018/19

	Team planning occurs at least termly within and across Year Groups and/or Schools. The termly team planning should provide evidence of the impact of assessment on planning and instruction (horizontal and vertical planning)	Principal	SL maths, Maths line manager	Sep 2017	Joint planning meetings utilising assessment data	<ul style="list-style-type: none"> Minutes of meetings Student outcomes Student performance over time 	Principal	Look to secure joint planning time across dept.
Assessment	Administration of DOMA / ADAM7 as a screener for all Year 7 students. Student profile to provide information for teachers	Numeracy Specialist	SENCO and SLT	Aug 2017	<ul style="list-style-type: none"> Screener administered 	<ul style="list-style-type: none"> Teachers make use of the information provided by the screener to inform parents, students and teaching Effective baseline established to boost future performance. Data used to signpost early maths intervention. 	Numeracy Specialist	Implemented with success more work on use of ADAM in 2018/19
	Key Stage 4 Maths Intervention to boost progress of borderline students <ul style="list-style-type: none"> Maths camp Mentoring Appropriate staffing Links with English 	Principal / RH/ SL math	Maths team and SLT		<ul style="list-style-type: none"> Range of interventions discussed and pursued including maths camp sponsorship. 	<ul style="list-style-type: none"> Impact analysis of results Effective links with English through SLT to look at package of min 5 Level 2 inc E&M 	Principal and SLT	Mentoring and links took place but maths camp deferred to 18/19
	Whole school numeracy <ul style="list-style-type: none"> Raise profile Staff PD Maths fact of the week Common numeracy strategies Numeracy video Parent workshops 	Principal / RH	Maths team and all staff		<ul style="list-style-type: none"> Lead person established Profile raised through meetings, whole school PD and inclusion in weekly bulletin. 	<ul style="list-style-type: none"> All teachers better understanding of numeracy (walk-through and lesson obs) Parents more aware of how to support their child Numeracy video used to influence across the system with case studies of success Positive feedback from HQ staff PD 	Principal and SLT	Some success but limited by staffing issues

FOCUS FOR DEVELOPMENT	Science
TARGETS	Pedagogy - To have consistent practices in science

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Pedagogy	Develop Science Strategy and Policy documents through consultation with educators <i>(KS3 Only)</i>	STEM Specialist	Principal	Aug 2017	Regular meetings with stakeholders	<ul style="list-style-type: none"> Strategy developed with stakeholder buy-in Strategy being utilised in all schools Students have more relevant science investigative experiences and make progress 	SL and principal	Primary strategy supported and SL on working party
	Identify or develop skill-based baseline assessments (formative and criterion referenced) <i>(KS3 Only)</i>	STEM Specialist	Principal / SL & CS	Oct 2017	Consultations with Ministry, DES and Principals Various skill-based baseline assessments reviewed	Teachers able to identify gaps in students' content area knowledge/skills and provide a basis for planning lessons to fill those gaps Students demonstrate scientific investigative skills and show progress in formative assessments.	SL science , Science lead MOE	Some progress but remains a focus for 18/19
	Develop a scope and sequence document aligned with the National Curriculum for science - spiralled with increasing levels content and skills <i>(KS3 Only)</i>	STEM Specialist	Principal / SL & CS	Oct 2017	Regular meetings with stakeholders Scope and sequence drafted and feedback on	Teachers utilising scope and sequence to scaffold science lessons Observations and walkthroughs will demonstrate a vertical coherence aligned with the National Curriculum.	SL science , Science lead MOE	As above
	Year 7 – Conduct and report on lesson observations and book scrutiny with Science teachers for 2 days at each secondary school <i>(KS3 Only)</i>	STEM Specialist	Principal / SL & CS	Oct 2017	Meeting with Principals and Science Leaders	Completed report on lesson observations and book scrutiny that provides information on teaching and learning as well as student outcomes. Suggested PD plan for science departments is implemented	Principal, SL, Dep. Science lead.	Completed Jan 18
	Review HSB / Integrated Science pathway and effectiveness	Principal / SL & CS	Science Dept	Oct 2017	Dept meetings / LM meeting /	Decision re science options at KS4, moving forward in best interests of student performance whilst acknowledging the need to maintain practical science and 'awe and wonder' in lessons	SL and Principal	To continue but highly dependent on facilities & resources

FOCUS FOR DEVELOPMENT	Special Education Needs and/or Disabilities (SEN/D)
TARGETS	SEN/D Policy - To produce a revised Special Education Needs Policy and Code of Practice

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SEN/D Code of Practice and Services	SEN Code of Practice - Consultation phase with stakeholders through focus groups	SPA Inclusion	Principal / SENCO	Sep 2017	<ul style="list-style-type: none"> Distribution of information and stakeholder meetings held as arranged Consultation feedback 	Appropriate feedback received from stakeholders		Still pending from DES and MOE
	Revise the Draft SEN Code of Practice based on feedback from the consultation with stakeholders	SPA Inclusion	Principal / SENCO	Oct 2017	Revised draft completed	SEN Policy is reviewed utilising appropriate stakeholder feedback		Still pending from DES and MOE
	Implement the SEN Code of Practice after approval from Education Council	Principal	SENCO & all staff	Jan 2017	Accurate records kept for students with special educational needs	<ul style="list-style-type: none"> Appropriate assessments and services provided for students with special educational needs School staff understand that not all students with gaps in their learning have a special educational need 		Still pending from DES and MOE
	Analyse data for SEN students to allow for: <ul style="list-style-type: none"> comparison and benchmarking against the general school population monitoring progress against individual targets 	SSIO – SEN/D	Principal / SENCO / SLT	Sep 2017	Data discussion, Lesson observations, Walk-throughs, Work scrutiny, Formal lesson observations	<ul style="list-style-type: none"> Baseline data captured Analysis has been completed and document that benchmarks have been established. 	Principal and SENCO	Inclusion of SEN results in whole school analysis
	Complete audit of SEN services in order to establish what support services are currently offered in each school (match info from student services with actual provision – principals to verify info sent from student services).	SSIO – SEN/D	Principal / SENCO	Jan 2018 and May 2018	<ul style="list-style-type: none"> Data from audit to be submitted to the Director of the Department of Education Services This information will be matched to needs of each school and will also be used to determine if principals/schools are aware/utilising resources. Linked to the Online Student Profile. 	<ul style="list-style-type: none"> Identification of gaps in provision Appropriate assessments and services provided for students with special educational needs 	SENCO, Principal, SSIO Inclusion	Completed but provision still poor and more to be done to gain more resources to support learners.

	Review and revise, where needed, current models of service at Student Services (Ed. Psychologist, Occupational Therapist, music therapist, etc.) looking at how services and resources are delivered to match services with the needs of students identified. Keeping in mind that not all students will need services from student services.			Oct 2017	<ul style="list-style-type: none"> Review of student services timetables with outline of services provided Principals evaluation through the Performance Management system Termly reporting to the line manager 	Revised service model developed	DES	NA
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FOCUS FOR DEVELOPMENT	Positive Learning Environments
TARGETS	Positive Behaviour Interventions and Supports - To have consistent and effective management of low-level behaviour in schools that adversely affects the school climate

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Positive Behaviour Interventions and	Identify and evaluate current social and emotional learning programmes within schools to ensure that resources are available to address issues highlighted from data	Principal	SCAT team	Sep 2017	<ul style="list-style-type: none"> Evidence of reviews to be made available Recommendations to be made, which are to be based on the review and associated data. 	<ul style="list-style-type: none"> Students will resolve conflicts in an acceptable manner thus reducing the need for much adult intervention for low level issues. Students' behaviour incident reports will show a decline in conflicts and aggressive behaviour. Evidence of well-planned lessons linked to correct subject content. Students and teachers can use text based resources effectively as reference material. Improvement in student outcomes/NC 	MOE lead and Principals	More analysis of deeper issues required. More evidence of impact required
	Implement a PBIS framework for Tier 2 & 3 supports	Principal	PF & SCAT	Oct 2017	<ul style="list-style-type: none"> Monthly SBST meeting are scheduled SBST minutes are available with aligned tier 2 and tier 3 interventions in place for individual students. 	<ul style="list-style-type: none"> Data shows a decrease in the incidents in the targeted behaviour areas Students will resolve conflicts in an acceptable manner thus reducing the need for much adult intervention for low level issues. Students' behaviour incident reports will show a decline in conflicts and aggressive behaviour. 	SCAT team	TBC

	<p>Professional development for all school based staff on intervention response to behaviour:</p> <ul style="list-style-type: none"> physical intervention strategies; raising awareness and understanding of how to support students with mental health issues. 	Policy Advisor for Safer Schools	Principal	Aug 2017	<ul style="list-style-type: none"> Evidence of PD sessions undertaken. PD evaluation forms available Data base of individuals trained and certified in C-SMARRT training. 	<ul style="list-style-type: none"> Staff working with the students will improve ways in which they deal with students at risk students will learn new ways of coping and responding to stressors – results noted decrease in the number of incidents of antisocial behaviour of students on the ‘At Risk Register’. Reduction in Tier 2 and Tier 3 behaviours and associated consequences e.g. suspensions and exclusions. Students will resolve conflicts in an acceptable manner thus reducing the need for much adult intervention for low level issues. Students’ behaviour incident reports will show a decline in conflicts and aggressive behaviour 	MOE	Still awaiting training
	<p>Embed Tier 1 classroom and school wide expectations by:</p> <ul style="list-style-type: none"> Conducting professional development Establishing routines, teaching expectations, rewards and sanctions for at least the first two weeks (on-going) Planning the opportunities to teach established expectations 	Principal	SLT, all staff	Sept 2017	<ul style="list-style-type: none"> Monitor through observation of teaching, sight of lesson planning and data regarding the appropriateness of major and minor incident referrals PD attendance records School and classroom plans 	<p>Improved school climate evidenced through reduction of target behaviour (office referrals) and positive feedback from stakeholders.</p> <ul style="list-style-type: none"> Improvements supported by walk-throughs, observations and feedback from students through the School Council. 	SCAT, SLT	Data analysis Aug 18 to inform next steps. Behaviour priorities remain the same.
	<p>Utilise accurate reliable data (SIMS) to make informed decisions by:</p> <ul style="list-style-type: none"> Conducting professional development Ensuring staff understand the importance of accurate and timely data input. Using standardised reports in all schools to ensure that like for like comparisons can be made. 	Principal	Principal, RW, data manager	Sept 2017	<ul style="list-style-type: none"> Monitored and analysed at school-based team meetings, with oversight and comparative trends identified PD attendance records Behaviour data in SIMS 	<ul style="list-style-type: none"> All staff use data analysis as the default requirement to inform all decisions regarding allocation of resources. SBST and SCAT teams are making informed decisions based upon data. School and National data trends are highlighting improvements and areas of concern Resourcing and strategic policy directives are based upon and are informed by data. 	Principal	Change and induction of new data manager to support

	<ul style="list-style-type: none"> Review and update the school Behaviour Policy and Code of Conduct which is linked to the draft Education Bill and Regulations Ensure that staff have access to, and understanding (in-school staff training) of the Behaviour Policy/Code of Conduct so that there is school-wide consistent implementation Implement clear thresholds for major and minor referrals which are consistently observed across all schools 	Principal	SLT	Nov 2017	Documentation will be published disseminated and adopted by the agreed date. Consistent implementation of consequences will be monitored in SIMS.	<ul style="list-style-type: none"> Consistent application of positive and negative consequences will be evidenced through greater alignment of behaviour and reward data in SIMS. Consistent agreement, understanding and application of positive and negative consequences linked to student actions. 	Principal / MOE lead	Awaiting Ministry approval
	Evaluate and report on the progress of school based PBIS interventions and initiatives through co-ordination with the Area Coaches network.	Policy Advisor for Safer Schools	Principal, PF	Sep 2017	School and National update reports will be produced on a monthly basis, which give specific data on PBIS fidelity checklists.	Progress data, especially the Tiered Fidelity Implementation Checklist will inform on the effectiveness of implementation.	PBIS lead, area coach, Principal	Data analysed through SIMs and passport
	Plan and build capacity for consultation, information sharing and professional development sessions relating to the Education Law and Regulations.	Policy Advisor for Safer Schools	Principal	Sep 2017	<ul style="list-style-type: none"> Workshops/presentations to be listed in the PD calendar. Actions as a result of workshops/presentations to be reported. Evaluation sheets to be correlated and summarized for further action. 	<ul style="list-style-type: none"> SMT and school staff are clear about their authority to discipline students. Staff and students are familiar and can give feedback on school rules, expectations, rewards and sanctions. 	MOE / Principal	Still awaiting behaviour policy approval

FOCUS FOR DEVELOPMENT	Data Systems
TARGETS	Reliable and Valid Data Systems - To have consistent structures for data collection and to ensure that data is reliable and valid

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Reliable and Valid Data	Conducting professional development for principals and teachers to implement the Online Student Profile, which focuses on collating and using data to inform interventions	Head of Professional Development	Principal	Sep 2017	<ul style="list-style-type: none"> Notification or invitation to relevant staff regarding sessions Attendance records Completed feedback forms Staff discussion notes 	<ul style="list-style-type: none"> Principals and teachers can explain the purpose of the student profile Principals and teacher able to provide training to their staff on the use of the profile Principals and teachers able to drive effective use of the student profile and ensure interventions for the Tiers are being carried out 	Principal / SENCO / SLT	Embed further in 18/19
	Implement the Online Student Profile by inputting accurate and timely student data.	Principal	SLT	Sep 2017	<ul style="list-style-type: none"> Student Profile/Passport is monitored and reviewed regularly by SBST and SSIO Interventions may include: Literacy, Numeracy, Social Skills, Anger Management, Self-Esteem, Check-In, Check-Out, PASS 	<ul style="list-style-type: none"> Implementation of the early screening identification process Creation of the student profile/passport in SIMS 	Principal & SBST	Embed further in 18/19
	Improve data management utilizing the Student Information Management System (SIMs) <ul style="list-style-type: none"> SiMs – ongoing PD for Principals, SENCO, Teachers, and EOs. Ensure all SENCOs are trained and confident in creating the IEPs, recording of data in SIMs. 	Data Manager	SENCO	Sep 2017	Spot checks	<ul style="list-style-type: none"> Interventions are identified and monitored. We will have the necessary data available to advise students on their progress and what is needed for graduation. 	Principal / SENCO	Embed further in 18/19

	SIMs Learning Gateway and e-portal communication embedded across high schools	Principal	Working party in school. Data manager	Sep 2017	Spot checks, parent feedback	Increase impact of assessment and feedback on learning through improved and more informed communication with parents.	Principal / PTA/ data manager	Roll-out Sept 18 – impact analysis Christmas 18
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FOCUS FOR DEVELOPMENT	Technical and Vocational Education and Training (TVET)
TARGETS	Opportunity - To increase teachers, students and parents understanding of the benefits of TVET – including education, training and career opportunities (and thus reducing negative perceptions)

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Opportunity	Schools to develop effective links with local businesses and provide opportunities for students to develop entrepreneurial skills.	Principal (through the Career Services)	JK	Aug 2017	Updates provided during DES/Ministry Meetings	Students have an improved understanding of the work place environment and develop a range of skills required for a variety of career opportunities.	Principal & JK	Continue to build from strong base of support
	Develop effective links between the Primary School (KS2) and High School to raise awareness of TVET opportunities.	Principal	JK & staff	Aug 2017	Updates provided during DES/Ministry Meetings	Students have a better understanding and awareness of TVET opportunities in High School and begin to employ these within the Primary Curriculum	TBC	Deferred
	Develop more apprenticeship programmes through partnerships with local businesses and government entities	Senior Policy Advisor & Manager Curriculum	? CIFEC	Aug 2017	Updates provided during DES/Ministry Meetings	The programmes will give our students more first-hand experience in industries where there are opportunities for young Caymanians to be trained and gain employment.	Senior Policy Advisor & Manager Curriculum	Areas like water sports and catering/ hospitality introduced.

	Work with Public Relations mechanisms to showcase TVET opportunities being realised in high schools	Principal	All	Aug 2017	Updates provided during DES/Ministry Meetings	Greater public awareness of TVET opportunities at high school	Principal	Ongoing
	Schools or learning communities organise a career fair annually and ensure that TVET careers are duly represented	Principal	JK & Careers Service	Nov 2017	Press release on career fairs	<ul style="list-style-type: none"> Survey of students to determine how helpful the information was. Survey of parents gauging their support of the fair Data on student subject choices made; survey for student feedback 	Principal & JK	Completed, highly successful positive press

FOCUS FOR DEVELOPMENT	Great teaching driven through outstanding in-house and external Professional Development opportunities
TARGETS	To develop and offer an outstanding in-house PD programme to compliment that offered by the Ministry with high participation by June 18

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Growing & developing staff	Introduce working parties in key areas linked to SIP to allow staff to make a more active contribution to the wider development of the school	Principal	TLCs	Sept 17 Review Dec 17	Parties established, high take up to voluntary sessions	Staff feedback	Principal	To continue and have greater impact
	Introduction of Teach Meets to enrich PD for staff and also provide opportunities for staff to deliver sessions to peers	Principal	TLCs	Oct 17 On going	Teach meets take place, attendance and impact analysed	Attendance records. Staff questionnaire	Principal and TLCs	Planned but not completed in 17/18 pushed to 18/19 SIP
	Use of My Learning Plan to log and monitor PD	Principal / Ministry PD lead	All staff	Oct 17	Training where required. Records in place and staff taking more ownership of PD	Through PM process and staff questionnaire	Principal / Ministry PD lead	Piloted but not embedded. To build on next

		Use of social media to introduce and develop professional learning communities	Principal	Working party	Oct 17	Training where required. Records in place and staff taking more ownership of PD	Staff questionnaire	Principal and TLCs	Tweaked to online bespoke training via Alice in Marlin to roll-out whole school
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FOCUS FOR DEVELOPMENT	Student Voice and input in School Improvement
TARGETS	Pupil Leadership Team (PLT) actively involved in school improvement throughout the school year.

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Student voice	Embedment of Pupil Leadership Team (PLT) as a vehicle to support and enhance school improvement and to provide additional opportunities for student leadership within the school.	Principal	PF & Team of teachers	Set 17 ongoing	Meetings take place and link to leadership team	Staff, student and parent feedback	Principal and SLT	Completed and embedded link in 18/19 to Visible learning
	Student conference established	Principal	SLT	Jan 18	Conference in place and has positive impact	Participant's evaluation. Impact of conference evaluated on school improvement	Principal and SLT, PF led	Completed

FOCUS FOR DEVELOPMENT	Robust review and development of outstanding internal moderation, protocol and practice – to include curriculum review and bold changes where necessary
TARGETS	ASDAN

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Improved Practice	ASDAN training and audit visit completed and actions effected	SL , SLT LM & Principal	SLT	Nov 2017 Jan 2018	External audit provision	Training completed Centre of Excellence status regained. Improved moderation	Dept & ASDAN	Great progress made. Maintain level of support in 18/19
	Ongoing work with Subject Leaders re internal moderation and standards	SLs, RW & Principal	SLs	Nov 17 Feb 18	LM input in meetings and monitoring throughout the year	No issues with internal moderation of external or internal exams or assessment	Principal and SLs	High impact and good capacity built to maintain in 18/19
	Update of key policy documents linked to QA and malpractice	Principal, SLs & exams officer	SLs	Nov 17 March 18	Regular SLT meetings and LM meetings with SLs	Policies in place and approved with access for all	Principal, SLs & exams officer	Maintained in 18/19
	Re-branding of Life Skills course as a result of external audit to include change of moderation structure	Principal, SL & SLT	SL	Jan 18	Options booklet, staff consultation, Principal's review	Improved attitude and perception of life skills as a subject. Change of structure and staffing evident.	Principal and SL	PEQ new name and rolled out for 18/19

Additional notes:

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.

If the SIMs Learning Gateway is ready to go then this 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 17/18:

- We will share values, a vision of the future and we will enjoy telling stories 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 beautiful place – we will value our environment – PTA to support in 18/19
- 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 – Embedment of Pupil Leadership Team (PLT)
- 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 data manager to upskill staff for succession planning, to simplify data and help us transition to a data driven and information rich school
- Development of an in-house magazine to improve positive image of school
- Uniform – introduction of new jackets – for introduction Aug 17, and a smartening of school uniform and standards
- Outstanding after-school programme and opportunities
- New school, completion of gymnasium in Easter 17. Preparation and school input into SOC and OBC for completion of New John Gray High School to include stakeholder feedback and ensuring any new design compliment school improvement goals. Approx 10 hours of Principal time per week. Stakeholder feedback and meetings with the architect scheduled for week beginning 2nd October.
- 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

- 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 to improve results in 18/19 by Oct
- New data manager in place, training and support required – good progress being made.
- Timetabling skills gap and training continues including new curriculum model and visionary work