

Grobby Community College

Achieving Excellence Together



College Improvement Plan

2014-15

Vision Statement

Achieving Excellence Together - *‘the journey to outstanding’*

- Relentless focus on outcomes for all young people
- An outstanding school at the heart of the community
- High challenge, high expectations and high support for all
- An outstanding, creative learning environment which engages and motivates all members
 - Outward facing and working in partnership to achieve excellence for all 11-19

Values / Aims:	Leadership goals – the journey from good to outstanding:
<ul style="list-style-type: none"> • working together across the campus for excellence 11-19 • create a strong sense belonging to the college • be ambitious to be the best • be outstanding and consistent in all that we do • be aspirational for the achievement of all partners • celebrate the success of all that we do and who we are • strive for excellence in teaching, learning and outcomes • have high expectations for all • value all – each other and our learning environment • respect one another • behave well so that we are all free to learn • students are challenged to work and think hard 	<ul style="list-style-type: none"> • strong values and high expectations consistently applied • outstanding and well-distributed leadership • constantly look for ways to improve • eliminate variation across the college in terms of teaching and subject performance • put students first, invest in the staff and nurture our communities • consistently excel at what we do • provide outstanding teaching, rich opportunities for learning, and encouragement and support for each student • have complete regard for the educational progress, personal development and well-being of every student. • disadvantage because of background will not be a barrier to achievement.

SECTION 1	REVIEW OF PROGRESS IN PREVIOUS INSPECTION KEY ISSUES(SLT)			
ISSUE	IMPACT STATEMENTS (Success Criteria) Ofsted 2013	INITIATIVES (From date - milestones)	MONITORED BY	RESOURCED BY
Eliminate RI teaching / increase outstanding by: – planning work to meet different ability levels and stretch the most-able – engagement and motivation, thereby increasing student interest	<ul style="list-style-type: none"> ➤ The Learning College systematically targets all staff across the 3 pay bands to ensure that all teachers move to good / outstanding. ➤ Effective and rigorous QA accurately assesses typicality of quality of teaching. ➤ UPS coaches deployed have impact on supporting staff with particular needs. ➤ Closing the gap training, work of the drive team and Curriculum Leaders continue to drive quality of teaching ➤ 2YT and 3YT programmes ensure that all teachers are at least good by the end of the 'qualified' band. 	<ul style="list-style-type: none"> ➤ Quality Assurance data collected throughout the year ➤ October and March communication dates ➤ Follow up all QA graded 3 by action from the CL / LM ➤ Import previous targets into obs forms (ongoing) ➤ Deploy UPS coaches or T&L links to develop individual practice ➤ Close monitoring of 2YT/3YT programme ➤ Ensure QA of 2YT/3YT 	SLT / MLT DW / Bn Bn / MLT Bn / JM Bn Bn / la Bn / Cr	Time SISRA observe £1500
Extend the partnership work between home and college to improve attendance, particularly for those students whose circumstances may make them vulnerable	<ul style="list-style-type: none"> ➤ Pupil Premium Action Plan in place leads to gaps closing in 5A*-C with E/M and attendance. ➤ Pupil premium Learning Mentor builds string links between home and school. 20% increase in attendance of PP families at Parent Evening ➤ Parent Engagement improves as a result of targeted action to engage families from hard to reach / disadvantaged groups. 	<ul style="list-style-type: none"> ➤ Pupil Premium action plan in place (July 2014) ➤ Appoint PP Learning Mentor (July 2014) ➤ Establish Social Mobility Action Group – PP Coordinators / PP Learning Mentor / Booster Teachers (Aug 2014-July 2015) ➤ Track contact with parents and attendance to P. Evening ➤ Additional engagement opportunities are established. 	Cr / Sf / Ha Cr Cr Cr / CA Co / Cr	£64,000 PP Grant

		leadership (Oct 2014 – Oct 2015)		
Using effective resource management to ensure a learning environment , which is fit for purpose.	<ul style="list-style-type: none"> ➤ All classrooms are targeted for basic improvement to ensure parity of standards – decoration / furniture. ➤ A deficit reduction plan is implemented to ensure that college does not set a deficit for 2015-16. ➤ Corporate image spreads across Science and PE areas. ➤ Alternative income streams leads to further development of the college. ➤ Pupil premium budget is allocated in advance and has a notable impact on learners. 	<ul style="list-style-type: none"> ➤ Create a redecoration programme for the college – Oct 2014-Aug 2015) ➤ Target Science for decoration of walls, ceilings, wood and replace floors. ➤ Furniture replacement programme ➤ Standardise floors, seating and tables ➤ Submit bids to alternative sources – improve ICT, Food, Toilets, changing rooms, outside dining spaces ➤ Social Mobility Task Force in situ to deploy resources 	SW / PH SW SW SW PH Cr	£15000
Working in partnership to develop outstanding governance across the campus	<ul style="list-style-type: none"> ➤ Collaborative cross campus team meetings enable governors to scrutinise and challenge the leadership team of the college and the high school. ➤ Cross campus governor teams result in more effective challenge of both leadership teams leading to improved outcomes (achievement, attendance, behaviour). 	<ul style="list-style-type: none"> ➤ Governors Meeting schedule (2014-15) ➤ Standard items for Campus Learning and Campus Student Teams agreed by Joint SLT (August 2014) ➤ Ensure meetings enables governors to challenge both leadership teams. 	Co Co / KR / En / Hd Co / En / Hd	
Working in partnership to develop an effective parental engagement programme	<ul style="list-style-type: none"> ➤ Intervention plan leads to a 20% improvement in attendance of disadvantaged families to Parent Evening. ➤ The college has established more effective links focused on learning with families who are hard to reach. 	<ul style="list-style-type: none"> ➤ Action plan in place based on DFE paper – Sept 2014 ➤ Engagement sessions for parents who are hard to reach – Autumn 2014 ➤ Follow up to parent evening – monitor attendance ➤ Specific events targeted at ‘Groby in the Community’ – linking with families who are hard to reach in their community. Autumn-Spring 2014 	Co Co / Cr Co Co / Cr	£5000 Campus bus
Leading the system – partnerships beyond the campus.	<ul style="list-style-type: none"> ➤ As a strategic partner in TELA the college has a significant impact in supporting other schools. ➤ Through TELA, leaders in the college play a significant role in quality assuring our own school. ➤ Designated SLEs are deployed and support other schools to drive improvement ➤ The college is a leading member of the N4L, LLS and EIP networks and drives improvement both internally and externally. ➤ The chairing of the HBEP – Behaviour Partnership leads to well-developed systems which support 12 schools in the local area. 	<ul style="list-style-type: none"> ➤ Co continues to be a strategic partner in TELA – on going ➤ Co works with TELA to provide school to school support – utilising team of SLE to drive improvement in other schools. ➤ GCC leads the school to school self- evaluation model as part of TELA. ➤ Continue with existing partnerships for T&L – leading where required. ➤ Co to investigate GCC joining city EIP group for SIP support and access to subject networks. ➤ HBEP action plan in place as part of the improvement plan. ➤ HBEP teaching and alternative provision develops 	Co Co Co Co / Bn Co Co Co	Time for SLEs £500 per day income £380,000 grant for 12 schools

SECTION 3				
Title: Achievement				
ISSUE	IMPACT STATEMENTS (Success Criteria) Ofsted 2013	INITIATIVES (From date - milestones)	MONITORED BY	RESOURCED BY
Eliminate variations in outcomes for ALL students in all subjects FIP	<ul style="list-style-type: none"> ➤ Whole school targets are met or exceeded ➤ The gap between PP and non PP narrows and is no wider than National ➤ Raise-on-line becomes increasing green with improving progress outcomes ➤ ALPS whole school outcome 4 (very good) or better ➤ Variations in and between subjects is further minimised ➤ Increased outcomes in Maths ➤ Extended support programme – Greater attendance of vulnerable groups ➤ PP action plan to promote increased engagement and improved progress ➤ Increased parental engagement of PP students 	<ul style="list-style-type: none"> ➤ All staff to have a performance management target based around the progress of pupil premium students (Oct 2014) ➤ Pupil premium coordinators & learning mentor to monitor and support the progress of students in year 10 and 11 (Sept 2014 onwards) ➤ Clear PP action plan in place (Sept 2014) ➤ Extended support programme in place for all subjects with a focus on vulnerable groups (Sept 2014) ➤ C2S students identified and mentoring programme in place (sept 2014) ➤ INSET programme (TLCs) with a focus on closing the gap for vulnerable groups (4 per year) ➤ LM meetings to discuss student progress ➤ ‘Groby in the Community event’ (Sep, 2014) ➤ Homework and breakfast club in place (Sep, 2014) 	Bn / PM Leaders Cr / Sf / HI Cr Hd Cr Cr SLT Cr / Co Cr	
Closing the gaps for learners by setting challenging targets to promote high levels of progress for ALL students FIP	<ul style="list-style-type: none"> ➤ Whole school targets are met or exceeded ➤ The gap between PP and non PP narrows and is no wider than National ➤ Raise-on-line becomes increasing green with improving progress outcomes ➤ ALPS whole school outcome 4 (very good) or better ➤ Increased % of higher level grades achieved at GCSE and A Level ➤ Increased number of students meet or exceed inspirational targets ➤ Progress on exam analysis to be completed using levels of progress 	<ul style="list-style-type: none"> ➤ Use of 4 levels of progress (KS2-4) to set targets for year 10 students (Sept 2014) ➤ Staff to inform students of their target (Autumn Term) ➤ SLT ‘Mover’ to ensure consistency across the college (Oct 2014) ➤ All staff trained to use new SISRA system (Aug 2014) ➤ All in year progress monitoring based on 4 levels ➤ ALPS and previous outcomes used to set KS5 targets ➤ LM meeting to discuss progress against targets (Feb 2015) 	Hd Hd SLT Hd / DW Hd SLT	
Working in partnership across campus to ensure continuity of curriculum and assessment to achieve the highest student outcomes for ALL FIP	<ul style="list-style-type: none"> ➤ An 11-16 curriculum and assessment programme in place ➤ Continuity of provision 11-16 improved ➤ Closer collaboration across campus 	<ul style="list-style-type: none"> ➤ Teacher Day joint faculty time (Aug 2014) ➤ Joint MLT meetings (x4) ➤ Formal bench mark assessment of students at the start of year 10 (Sept 2014) 	SLT / MLT MLT Hd	

SECTION 4		Title: Quality of Teaching		
ISSUE	IMPACT STATEMENTS (Success Criteria) Ofsted 2013	INITIATIVES (From date - milestones)	MONITORED BY	RESOURCED BY
<p>An unrelenting focus of improving the Quality of Teaching for our most disadvantaged students to ensure that much of the teaching across both key stages is outstanding.</p> <p>FIP</p>	<ul style="list-style-type: none"> ➤ All staff fully aware of different teaching strategies that will advance the opportunity for disadvantaged students. ➤ Quality assurance measures in place and used to evaluate the impact of the closing the gap priorities ➤ Staff are supported to take risks in their teaching and provided with a forum to share ideas with like minded colleagues ➤ Observations of colleagues results in greater collaboration between faculties and cross fertilisation of ideas ➤ Students are involved with developing innovative teaching strategies 	<ul style="list-style-type: none"> ➤ Keynote speaker Teacher Day 1 – Gareth Moorewood (Aug 2014) ➤ Teaching Learning Communities (TLC) – 5 whole college sessions focusing on Closing the Gap (Ongoing) ➤ Quality Assurance schedule in place in each faculty area (completed termly) ➤ Drive team (experimental kitchen) meet each term to discuss innovative teaching strategies ➤ Friday Morning sessions to disseminate best practice ➤ Growth Mindset strategies shared on Friday am sessions ➤ Lesson Swaps (Summer 2015) ➤ Student Drive team recruit and re-launch (Sept 2014) 	<p>Cr Bn / Cr</p> <p>Cr / MLT</p> <p>Cr</p> <p>Cr</p> <p>Cr Cr</p>	<p>£500</p> <p>£100</p>
<p>Progress of disadvantaged students is maximised through effective and systematic use of AfL techniques.</p> <p>FIP</p>	<ul style="list-style-type: none"> ➤ Students engage with effective feedback and as a result make greater progress ➤ Questioning is used to probe understanding, deepen learning and engage students ➤ Students make use of reflection and evaluation time(R&R) to act on feedback ➤ Meta cognition strategies are used to enable students to think more explicitly about their learning ➤ Appropriate homework tasks enable disadvantaged students to make rapid progress 	<ul style="list-style-type: none"> ➤ TLC Session 1 – Effective feedback (Sept 2014) ➤ Launch Effective feedback toolkit (Sept, 2014) ➤ Rebrand DIRT (Sept 2014) ➤ TLC Session 2 on Questioning (Nov 2014) ➤ Faculty Quality Assurance – Work scrutiny/Questioning/Assessing progress ➤ TLC session 4 – Meta-cognition ➤ TLC session 5 – Effective homework ➤ Disseminate best practice 	<p>Bn / Cr</p> <p>Cr</p> <p>Cr / MLT</p> <p>Cr</p>	<p>£100</p>
<p>The teaching of RWCM is highly effective and cohesively planned and implemented across the curriculum.</p> <p>FIP</p>	<ul style="list-style-type: none"> ➤ A small group of learners who have currently made least progress in terms of literacy and numeracy are identified. ➤ An intense programme is put in place to rapidly improve basic literacy and numeracy ➤ The effectiveness of integrated learning systems to advance basic literacy and numeracy amongst our students are evaluated ➤ All staff effectively incorporate literacy and numeracy into lessons and SOL 	<ul style="list-style-type: none"> ➤ Identify students to form RWCM group through benchmarking assessments ➤ Intervention programme 2014-16 for RWCM group in place (Sept, 2014) ➤ Literacy, numeracy and PE to collaborate on a joint venture for mainly year 11 boys ➤ Research into diagnostic evidence based programmes ➤ Drip feed best practice through Friday am sessions (On-going) ➤ RWCM assemblies each term 	<p>Va / Au</p> <p>AU / Jo / Va</p> <p>Va</p> <p>Au / Jo</p> <p>Au / Jo</p> <p>Au / Jo</p>	<p>Staffing costs</p> <p>£3000</p>

	<ul style="list-style-type: none"> ➤ Curriculum offer enables students KS4 /5 to study Maths at an appropriate level 	<ul style="list-style-type: none"> ➤ Literacy & numeracy co coordinators work with faculties to embed RWCM into SOL ➤ Linking with external agencies to engage the RWCM group ➤ Cross campus collaboration on RWCM initiatives ➤ Networking with other schools (on going) ➤ Communication with parents/carers through the college newsletter and website ➤ Promoting the profile of RWCM through World Maths Day and World Book Day ➤ Whole school countdown competition ➤ Introduction of Quantitative methods 	<p>Au / Jo</p> <p>Au / Jo</p> <p>Au / Jo</p> <p>Au / Jo</p> <p>Au / Jo</p> <p>Au / Jo</p> <p>Jo / My</p>	
<p>Action Research is used to inform practice and develop inspirational teaching strategies which motivate ALL students.</p> <p>FIP</p>	<ul style="list-style-type: none"> ➤ All staff are part of a Action Research project ➤ Pedagogy is strengthened and developed ➤ Teachers as learners ➤ Evidence based approaches are trialled in classrooms and teachers engage with research findings ➤ Building the capacity for teachers to improve outcomes for students ➤ Student Drive team are involved in Action Research projects 	<ul style="list-style-type: none"> ➤ Student Drive Team to engage in research based developments ➤ All staff are engaged in research based developments ➤ SLT are engaged in research based developments 	<p>Bn</p> <p>Bn</p> <p>SLT / Bn</p>	

SECTION 5		Title: Behaviour and Safety		
ISSUE	IMPACT STATEMENTS (Success Criteria) Ofsted 2013	INITIATIVES (From date - milestones)	MONITORED BY	RESOURCED BY
<p>High expectations and consistency for all in order to close the gaps for the most disadvantaged.</p> <p>FIP</p>	<ul style="list-style-type: none"> ➤ Attendance – improving trend, particularly with PP students. Systems in place to ensure accurate attendance data for KS5 ➤ Behaviour – attitudes for learning consistently very good across the college. PP students are not over-represented in behaviour sanctions data ➤ Assembly/effective tutoring programme – all KS4 & KS5 students to attend assemblies and participate in the effective tutoring programme. Transport provision in place to ensure PP OfC students are punctual to college. 	<ul style="list-style-type: none"> ➤ ASO to have an increased focus on PP students. To further develop systems to ensure accurate attendance data for KS5. From Sept 2014 ➤ A new rewards system to be introduced to promote positive behaviour from September 2014 ➤ Student passports to be introduced, Sept 2014, to support teachers in developing strategies to address the needs of ‘challenging’ students ➤ Newly appointed AAP to work very closely with challenging boys from Sept 2014 ➤ An assembly/effective tutoring programme that covers KS4 – KS5 to be produced by the end of the 2013-14 academic year for implementation in Sept 2014. ➤ Campus transport to be extended to support more OfC students from Sept 2014 	<p>En/MW</p> <p>En</p> <p>SWB</p> <p>En/Co</p> <p>En/Hd</p>	<p>Staffing & Time</p> <p>Rewards budget & clerical time</p> <p>Meeting time</p> <p>Reduced TT for AAP</p> <p>Meeting time for MW & Rh</p>
<p>Developing Talent amongst staff and students</p>	<ul style="list-style-type: none"> ➤ Opportunities for KS5 students to take a leadership role to be extended and accredited ➤ The Assistant/Heads of House and the Head of post 16 to be effective in their new role as Life Coaches ➤ The new AAP to be effective in her new role and to gain valuable insight into work on SWT 	<ul style="list-style-type: none"> ➤ KS5 students to run House Council meetings under the guidance of Rh and to support KS4 tutors with the delivery of the KS4 effective tutoring programme from Sept 2014 ➤ KS5 students to work towards a leadership qualification - ongoing ➤ Guidelines to be produced for Life Coaching sessions by the end of the 2013-14 academic year. CPD opportunities to be actively sought. ➤ AAP’s role to be clarified and shared with staff 	<p>En/Rh/MW</p> <p>Hd/MW</p> <p>En/Co</p> <p>En/Co</p>	<p>Meeting time for Rh & MW</p> <p>Designated time and venue for Life coaching + CPD</p> <p>Meeting time</p>
<p>Making effective use of partnership to improve outcomes and close the gaps for the most disadvantaged</p> <p>FIP</p>	<ul style="list-style-type: none"> ➤ The parents of PP students to be more actively engaged with the college, to support the learning process 	<ul style="list-style-type: none"> ➤ The college Facebook to be further developed as an alternative method of keeping parents updated with key issues. To be launched to parents at first tutor evening in Sept 2014 ➤ PP Learning mentor to be appointed to work with PP Coordinators and to work with parents/carers of PP students (Sept 2014) ➤ SENCO to hold informal Open afternoon for the 	<p>?</p> <p>En/Co/Hd</p> <p>Va/MT/En</p>	<p>Time for team to upload key info . ICT support?</p> <p>Time +Cost of AP</p>

	<ul style="list-style-type: none"> ➤ The HBEP, AOT, LEBC & other external agencies to be used effectively to support students with complex needs ➤ The extended SWB team at the college and Brookvale to work more closely to support the KS3-KS4 progression process ➤ The HBEP practitioner and LLS networks to further develop the skills of the SWB team 	<ul style="list-style-type: none"> ➤ parents of SEN students to meet the team ➤ The SWB team to further develop links with external agencies in order to support the various needs of students ➤ A joint SWB meeting, including LSAs, will be led by the two SENCOs on the 1st Teacher in August 2014 to launch this. ➤ Members of the SWB team will continue to attend network meetings to share good practice with colleagues in other schools. 		
<p>Quality Assurance to be used to check standards to ensure that there is no visible evidence of the gap between the advantaged and the disadvantaged.</p> <p>FIP</p>	<ul style="list-style-type: none"> ➤ All KS4 students to be in <u>full</u> uniform at all times ➤ All KS5 students to be in appropriate dress and wearing lanyards. ➤ Analysis of reward points and certificates to show that PP students are not under-represented 	<ul style="list-style-type: none"> ➤ A new uniform supplier to sell uniform at more competitive prices from July 2014 ➤ Uniform guidelines to be clearer, including photos, from June 2014 ➤ Items of uniform to be provided by the college in cases of severe financial hardship (on-going) ➤ Tutors and teachers to be more proactive in challenging KS5 students ➤ The new rewards system will be launched at the start of the 2014-15 academic year and there will regular reminders, and time designated, for recording rewards. Data will be analysed and shared at the end of each half-term ➤ Work scrutiny and drop-ins will check the use of stampers/stickers by class teachers 	<p>All</p> <p>En</p> <p>SLT</p>	<p>Cost of purchasing spare items of uniform</p> <p>Time + cost of rewards & time & cost of certificates</p>

SECTION 6		Title: Post 16		
ISSUE	IMPACT STATEMENTS (Success Criteria) Ofsted 2013	INITIATIVES (From date - milestones)	MONITORED BY	RESOURCED BY
Effective tutoring and support program which helps to close the gaps for all learners	<ul style="list-style-type: none"> ➤ Whole school targets met or exceeded – ALPs grade of at least 4 (very good) ➤ Outcomes for ALL students meet or exceed targets ➤ Stay on rate (yr12 to yr13) increased ➤ Success rate at least in line with national figures 	<ul style="list-style-type: none"> ➤ New tutor program in place with clear structure for each registration (2014-15) ➤ Regular one to one progress checks built into the tutor program (Ongoing) ➤ Clear rewards and sanction policy in place. Expectations clearly communicated to staff. Visual P16 display of dress code. (Nov 2014) ➤ Vulnerable learners to be more closely monitored at both tutor and post 16 leadership level (ongoing from Oct 2014) ➤ Early central intervention in place for underachievers 	MW/Hd Tutors/MW/Hd MW/Hd MW/Hd MW/Hd	
Developing the talent of post 16 students by developing their leadership skills	<ul style="list-style-type: none"> ➤ All year 12 students to achieve accredited leadership qualification ➤ Leadership team meet regularly and positively influence Post 16 policy / ethos ➤ Stronger house links established with KS4 ➤ More Post 16 social events (at least one per term) 	<ul style="list-style-type: none"> ➤ New Post 16 student leadership team formed (Sept 2014) ➤ Leadership training provided for the Post 16 student leadership team 3 Oct 2014 ➤ All year 12 students complete an accredited leadership qualification as part of tutor time (by May 2014) (Tutor groups to manage a budget to support their leadership qualification or enhance their experience at Post 16 ➤ Clearer links with KS4 tutor groups (Sept 2014) 	MW/Hd MW/Hd Tutors/ MW/Hd Tutors/ MW/Hd En/Rh/ MW/Hd	£1000
Eliminate the variation in outcomes for all students by the sharing of best practice in post 16 teaching and learning FIP	<ul style="list-style-type: none"> ➤ Whole school targets met or exceeded – ALPs grade of at least 4 (very good) ➤ Outcomes for ALL students meet or exceed targets ➤ Reduce student drop out from courses ➤ Stay on rate (yr12 to yr13) increased ➤ Success rate at least in line with national figures 	<ul style="list-style-type: none"> ➤ Sharing of good practice the key focus of the Post 16 CLs meetings (3 across the year) ➤ Exploration of flip learning ➤ Clear expectations of teaching and support for post 16 students drawn up and shared 	Hd/Cr Hd/Cr Hd/Cr	
Working in Partnership to provide the best possible experience for current and prospective students FIP	<ul style="list-style-type: none"> ➤ Maintain or increase student numbers into Post 16 ➤ Reduce student drop out from courses ➤ Success rate at least in line with national figures ➤ More Post 16 social events (at least one per term) 	<ul style="list-style-type: none"> ➤ Work with possible new feeder schools to provide a Post 16 experience for potential new students (Oct-Nov 2014) ➤ Ensure induction lessons for year 11 students well planned and give students the opportunity to get a feel for the subject (july 2014) ➤ Provide a platform for enrichment activities at the Post 16 Open evening (Nov 2014) ➤ Provide at least one post 16 experience per term to increase the sense of belonging 	MW/Hd MW/Hd MW/Hd MW/Hd/Post 16 student leadership	£1000

		➤ Continue to work on improving the learning environment for post 16 students (Easter 2015)	team Co/MW/Hd	
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