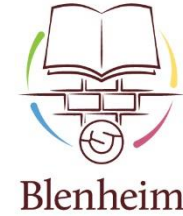




Blenheim



School Development Plan 2018 - 19

*If you think you are beaten, you are,
If you think you dare not, you don't,
If you like to win, but you think you can't,
It is almost certain you won't.*

*If you think you'll lose, you've lost,
For out of the world we find,
Success begins with a fellow's will,
It's all in the state of mind.*

*If you think you are outclassed, you are,
You've got to think high to rise,
You've got to be sure of yourself before,
You can ever win a prize.*

*Life's battles don't always go,
To the stronger or faster person,
But sooner or later the one who wins,
Is the one who thinks they can.*

Our vision is to be recognised by all as an outstanding school at the heart of the community, a place where great leaders and inspirational people work together to ensure that all our students achieve their full potential.

Strategic Aims

<p>Outstanding Progress and Attainment</p>	<ul style="list-style-type: none"> • Students make outstanding progress at all key stages and achieve their full academic potential • Students experience a wide range of enrichment and extra-curricular activities and will receive first class care, guidance, support and development throughout their time at Blenheim • Students leave Blenheim prepared for and inspired to take their place in and contribute to society
<p>Outstanding Teaching and Learning</p>	<ul style="list-style-type: none"> • Students consistently experience the highest quality innovative teaching across a broad and balanced curriculum that meets their individual and collective needs
<p>Outstanding Community Relationships</p>	<ul style="list-style-type: none"> • Stakeholders experience regular, meaningful, effective and positive engagement from all staff
<p>Outstanding Inspirational leadership and management throughout the school</p>	<ul style="list-style-type: none"> • Students and staff are motivated, rewarded, challenged and supported to achieve the very best outcomes across the full range of the schools curricular and extra-curricular activities
<p>Outstanding financial and operational stability and growth</p>	<ul style="list-style-type: none"> • Investment will be focused, strategic and proportionate to protect assets and ensure the school has the necessary funds to achieve its vision • Students and the school community will benefit from the optimisation of income, the use of the school's assets and appropriate investment • Risk is rigorously and continually managed through robust, compliant and fit for purpose processes and systems

The Key Priority for 2018 – 19 is to maintain and improve Student Progress.

Significant and sustained student Progress is the primary function of schools. The ‘academic distance students travel’ whilst at school will inform their levels of attainment and determine the options that are available to them beyond school. It is also a key Ofsted indicator.

Student Progress

Characteristic	2018 – 19 Target	2017 – 18 Achieved	2017 – 18 Target	2016 – 17 Achieved
Yr. 11 Progress 8	+0.2	0.31	+0.1	-0.11
Yr. 11 Boys’ Progress 8	0.0	-0.19	-0.1	-0.47
Yr. 11 Girls’ Progress 8	+0.4	+0.64	+0.3	+0.19
Yr. 11 Open Element Progress 8	-0.4	-0.15	-0.5	-0.23
Yr. 11 EBacc element Progress 8	+0.2	+0.076	0.0	-0.12
Yr. 11 Maths Progress 8	+0.2	+0.31	+0.1	-0.26
Yr. 11 English Progress 8	+0.2	+0.31	+0.1	+0.12
Yr. 11 ALPS Average Dept. Grade	3.5	3.8	4.5	5.6
Yr. 11 ALPS Lowest Dept. Grade	6	8	6	9
Yr. 11 Pupil Premium Progress 8	-0.1	-0.77	-0.2	-0.96
Yr. 11 SEND Progress 8	-0.4	-0.58	-0.5	tbc
Yr. 13 ALPS Average Dept. Score	3 (Top 25 th %)	5.2	3 (Top 25 th %)	4.5
Yr. 13 ALPS Lowest Dept. Grade	6	7	6	8

Ofsted Key Findings

- 1 Some groups of pupils have not made as much progress as they should. This is particularly the case for disadvantaged pupils.
- 2 In 2016, Year 11 pupils did not achieve as well as other pupils nationally in some subjects, including science and modern foreign languages.
- 3 Although leaders check the progress of individuals and groups of pupils, they do not ensure that those who are falling behind consistently catch up.
- 4 Leaders do not rigorously check that their actions to improve outcomes for disadvantaged pupils are bringing about results.
- 5 In several subjects, teaching is not consistently good. There is too much variability across subjects and ability groups. Too little teaching meets the needs of disadvantaged pupils.

- 6 Assessment is not used as well as it could be to help pupils make progress. Some teachers set work that is too easy or too hard. Often, teachers do not check learning in lessons to make sure pupils are working at the right level, understanding and making progress.
- 7 In some lessons, time is not used as well as it could be to support learning. Some teachers talk for too long or repeat tasks, and so pupils do not listen and do not make enough progress.
- 8 Leaders have taken action to reduce absence of specific groups of pupils. However, attendance for these vulnerable groups has not improved.
- 9 Governors have not held leaders or teachers fully to account for the progress of disadvantaged pupils.

School Development Plan 2018 - 19

1. Student Progress	2. Curriculum	3. Pupil Premium (PP)	4. Pastoral System	5. Staffing	6. Finance	7. Collaboration
A. Main School Overall P8 > +0.2	A. Middle Managers to be held accountable for the processes and outcomes in departments including clear, consistent half termly intervention plans (OKF2) (OKF3) (OKF4)	A. The high profile of PP students to be maintained (OKF1) (OKF9)	A. Student Progress Lead to identify underachieving students with Head of Year deploying Form Tutors to improve progress (OKF3)	A. Retention & recruitment of driven ambitious teachers to be prioritised who have a deep seated belief in Blenheim, comprehensive education and a growth mindset	A. Support Staff Review. Support staff deployment to be monitored closely, particularly new positions created due to the support staff review.	A. Primary School liaison work to be prioritised
B. Main School PP P8 < -0.1 (OKF1) (OKF9)	B. Half Termly Tri - Weekly and Key Assessments to become embedded and audited on a half termly basis (OKF6)	B. Year 11 and Year 13 PP students to be significantly challenged by the extended day. Attendance to be maximised (OKF1) (OKF9)	B. Attendance target (95%) to be achieved through relentless focus from attendance Officer and EWO on all student absences (OKF8)	B. Continuing prioritisation of links with local ITT providers (OKF5) (OKF7)	B. OFD to provide real time half termly Financial and Operational updates to Headteacher and Governors	B. A broad range of enriching opportunities to be experienced by 70% of students
C. Main School SEN P8 < -0.4 (OKF1) (OKF9)	C. Extended Day rolled out to Year 11 and Year 13 from mid-September with student targeting informing the process (OKF1) (OKF3)	C. PP passports to be complimented with EAL and SEND information that will raise the profile of these areas motivation (OKF1) (OKF9)	C. Student well - being audit to be undertaken by November 2018 with recommendations to be in place by January 2019 (OKF8)	C. Internships to be explored on a local and national scale	C. Natural opportunities to maximise staffing and reduce inefficiencies to be carried out on a rolling basis	C. Local Businesses to be contacted to build sustainable links that benefit Blenheim students

1. Student Progress	2. Curriculum	3. Pupil Premium (PP)	4. Pastoral System	5. Staffing	6. Finance	7. Collaboration
D. Main School Average GCSE department ALPS score of <4 (OKF2)	D. HoDs to produce detailed half termly intervention plans informed by well - planned Key Assessment outcomes (OKF2)	D. PP students' work to be audited exclusively as part of half termly work sampling audits(OKF1) (OKF9)	D. New behavior policy to be implemented from September 2018. Monitoring to be reported on a half termly basis (OKF8)	D. Staff praise and rewards to be prioritised	D. 3 – 5 Year Strategic Plan completed by December 2018 exploring all financial opportunities available including the building of accommodation on the school site	D. The feasibility of a PTA to be set up catering for students' needs through sale of second hand uniform, branded merchandise, social events etc.
E. Main School Boys P8 > -0.1 (OKF2)	E. Core Subject focus through Assistant Headteacher leadership (OKF2) (OKF3) (OKF7)	E. PP students to be mentored by WLT to ensure maximum impact. Whole range of strategies to be implemented including financial incentives. (OKF1) (OKF9)	E. Whole School rewards system to be maintained and monitored from September 2018. (OKF8)	E. Blenheim Staff Association to continue to inform the HT of staff views. Feedback to teachers no more than 3 days after meeting.	E. Governors to explore the feasibility of Blenheim either creating or joining a MAT	
F. Open Element P8 > -0.4 (OKF3) (OKF5)	F. Year 10 vocational provision at NESCOL to be closely monitored.	F. External literacy and numeracy academic tutoring to be implemented from September 2018. (OKF1) (OKF9)	F. Safeguarding. School to conform rigorously with all statutory safeguarding practices.			
G. Sixth Form (Yr. 13) ALPS T score <3	G. Curriculum Collapse from mid – May 2019 for Years 11 and 13 to maximise Public Examination student preparation (OKF6)					

1. Student Progress	2. Curriculum	3. Pupil Premium (PP)	4. Pastoral System	5. Staffing	6. Finance	7. Collaboration
H. Sixth Form Average A level department ALPS score of <4	H. iPad Business Case to inform future whole school strategy					
I. General Teaching Staff absences to reduce through improved HT understanding of staff absence (OKF1)	I. Quality of teaching to be maintained and improved through half termly peer and PM lesson observations. (OKF5) (OKF7)					

Student Progress

1	Actions	Lead	When
A. Main School Overall P8 > +0.2			
	<ul style="list-style-type: none"> September INSET to include action plans from departments 	MGN	Sept 2018
	<ul style="list-style-type: none"> War Boards to be created for underachievement in Maths and English 	BRE	Sept 2018
	<ul style="list-style-type: none"> 2018/19 Appraisal system to be tied into progress outcomes of KS4 and KS5 	BDL	Sept 2018
	<ul style="list-style-type: none"> PPD sessions to focus on improving teaching and learning 	MGN	Oct 2018
	<ul style="list-style-type: none"> Core subjects to take part in PIXL Wave to allow for comparative standardized data with other PIXL schools 	PCK/DLN/GRN/MGN	Nov 2018 Mar 2019
	<ul style="list-style-type: none"> SISRA Observe used to track the quality of Teaching and Learning across the school 	MGN	Through 2018-19
	<ul style="list-style-type: none"> Metacognition and revision techniques explicitly delivered to Year 11 students 	MGN	Oct 2018
	<ul style="list-style-type: none"> Extended day to be established primarily for all underachieving Year 11 and Year 13 PP students 	ADM	Sept 2018
	<ul style="list-style-type: none"> Extended day to be used for one to one mathematics and literacy tutoring with Year 11 students 	BRE	Sept 18
	<ul style="list-style-type: none"> Intervention grids to track underperforming pupils in each subject area each half term for KS4 and KS5 	ADM	Through 2018-19
	<ul style="list-style-type: none"> Departmental league table (ALPS) to be reviewed and published each half term informing bespoke intervention 	BDL	Through 2018-19
	<ul style="list-style-type: none"> Student League Table including Attendance, ATL and progress published each half term informing bespoke intervention 	BDL	Through 2018-19
	<ul style="list-style-type: none"> Walking Talking Mocks for Core to increase confidence in sitting exams 	GRN/PCK	Through 2018-19
	<ul style="list-style-type: none"> Pre-Public Exams for Core/ optional for non-Core in addition to Mock exams 	ADM	Nov 18 Mar 19
	<ul style="list-style-type: none"> PPD on expectations of literacy across the curriculum 	GRN	Through 2018-19
	<ul style="list-style-type: none"> Whole school literacy program to be launched. 	GRN	Sept 2018
	<ul style="list-style-type: none"> Mock exam experience to be prioritized and to include pre exam briefings, identical exam desk make up etc. 	ADM	Nov 2018
	<ul style="list-style-type: none"> Collapsed timetable for Year 11 and Year 13 after Easter Holidays 	ADM	Mid May 2019

<ul style="list-style-type: none"> Schemes of Work updated and audited 	WLT	July 2019
<ul style="list-style-type: none"> Student passports detailing PP EAL and SEND information issued to all Year 7-11 pupils 	BRE	Oct 2018
B. Main School PP P8 < -0.1 (OKF1 &9)		
<ul style="list-style-type: none"> War Boards created to track the progress of PP Pupils against their own target grades in each Department area 	BRE	Oct 2018
<ul style="list-style-type: none"> Pupil Premium information in student passports to be reviewed and updated via student voice 	BRE	Sept 2018
<ul style="list-style-type: none"> Appraisal system to be tied into progress outcomes of KS4 and KS5 with a focus on pupil premium. 	BDL	Through 2018-19
<ul style="list-style-type: none"> Extended day to prioritise Pupil Premium students 	BRE	Through 2018-19
<ul style="list-style-type: none"> SISRA observe to track the Teaching and Learning of Pupil Premium students so that areas of best practice can be shared 	MGN	Through 2018-19
<ul style="list-style-type: none"> PPD sessions regularly attended by all teaching staff with a focus on raising PP achievement, feedback and marking, metacognition and celebrating 	BRE/MGN	Sept/Oct 2018
<ul style="list-style-type: none"> Learning Performance Company working on metacognition and revision techniques with Year 11 Pupil Premium students 	BRE	Feb 2019
<ul style="list-style-type: none"> Pupil Premium students ranked against ATL and Progress each half term to encourage outcomes and raise aspirations. 	BRE	Through 2018-19
<ul style="list-style-type: none"> Whole school literacy program to be launched and monitored for effectiveness with PP students 	GRN	Through 2018-19
<ul style="list-style-type: none"> PP Maths students intervention weekend away to improve Year 11 student outcomes 	PCK	March 2019
C. Main School SEN P8 < -0.4 (OKF1 &9)		
<ul style="list-style-type: none"> SEN War Boards created and updated to track the progress of SEN students 	PRR	Through 18-19
<ul style="list-style-type: none"> Regular lesson observations of Teaching Assistants (TAs) to compliment lesson observations of teaching staff 	PRR	Through 18-19
<ul style="list-style-type: none"> Year 11 SEND students' progress audited on a half termly basis with intervention grids written by SENCO. 	PRR	Through 18-19
<ul style="list-style-type: none"> Parents of SEND students to be contacted before and after any SEND assessments occur 	PRR	Through 18-19
<ul style="list-style-type: none"> Exam access arrangement processes to be reviewed, updated and new policy written 	PRR	Jan 2019
<ul style="list-style-type: none"> EAA paperwork to be completed and signed off by Headteacher 	PRR	Easter 2019

<ul style="list-style-type: none"> EHCP investigations to involve SENCO directing teachers to produce evidence within finite timeline 	PRR	Through 18-19
<ul style="list-style-type: none"> TA attachments to departments to be monitored and reviewed 	PRR	Jan 2019
<ul style="list-style-type: none"> Appraisal system to be tied into progress outcomes of KS4 and KS5 with a focus on SEND 	PRR	Through 18-19
D. Main School Average GCSE department ALPS score of <4		
<ul style="list-style-type: none"> Student work to involve three pieces of deeply marked work each term at Key Stage 3 and two pieces at Key Stages 4 and 5 per half term 	BDL	Through 18-19
<ul style="list-style-type: none"> Work sampling every half term conducted by the WLT with clear next steps written inside the front cover of students' exercise books 	BDL	Through 18-19
<ul style="list-style-type: none"> Line Management meetings to focus on intervention and impact on a half termly basis 	BDL	Through 18-19
<ul style="list-style-type: none"> SISRA Observe used to track the progress of Teaching and Learning across the curriculum 	MGN	Through 18-19
<ul style="list-style-type: none"> PPD matrix to inform teaching staff development as part of the 2018-19 performance appraisal 	MGN	Through 18-19
E. Main School Boys P8 > -0.1		
<ul style="list-style-type: none"> Tutor time reading to be implemented across Key Stage 3 & 4 	GRN	Through 18-19
<ul style="list-style-type: none"> Year 10 vocational provision to target kinaesthetic learners 	ADM	Through 18-19
<ul style="list-style-type: none"> Year 11 pre-exam briefing to have boy/girl seating and silence throughout 	ADM	Through 18-19
F. Open Element P8 > -0.4		
<ul style="list-style-type: none"> HODs of option subjects to be line managed closely 	BDL/ADM/PRJ/BRE/ MGN	Through 18-19
<ul style="list-style-type: none"> 3 year KS4 to be monitored and reviewed as part of Curriculum Review 	ADM	Through 18-19
G. Sixth Form (Yr. 13) ALPS T score of <3		
<ul style="list-style-type: none"> Under achieving Year 12 and Year 13 students to receive telephone calls from teachers 	PRJ/THR/HRR	Through 17-18
<ul style="list-style-type: none"> Revamped Schemes of Work to include Key Stage 5 	PRJ	July 2019

	<ul style="list-style-type: none"> Fresh Personal learning Checklists to be produced and audited 	PRJ	July 2019
H. Sixth Form Average A level department ALPS score of <4			
	<ul style="list-style-type: none"> HoD to have separate line management meetings regarding Key Stage 5 data with actions minuted 	PRJ	Through 18-19
	<ul style="list-style-type: none"> Student clinics to priorities under achievement, particularly ATL and progress 	PRJ	Through 18-19
	<ul style="list-style-type: none"> Sixth Form marketing to be prioritised 	PRJ	Through 18-19
	<ul style="list-style-type: none"> Key Stage 5 lesson observations to be undertaken 	PRJ/THR/HRR	Through 18-19
	<ul style="list-style-type: none"> Under achieving students to have termly progress meetings 	PRJ/THR/HRR	Through 18-19
I. General Teaching Staff absences to reduce (OKF1)			
	<ul style="list-style-type: none"> All teachers to telephone Head or Deputy Head between 7am and 7.30am on morning of absence 	BDL/ADM	Through 18-19
	<ul style="list-style-type: none"> Teachers returning to work following absence to complete appropriate paperwork and see BDL/ADM before resuming work 	BDL/ADM	Through 18-19

Curriculum			
2	Actions	Lead	When
A. Middle Managers to be held accountable for the processes and outcomes in departments including clear, consistent half termly intervention plans (OKF2) (OKF3) (OKF4)			
	<ul style="list-style-type: none"> Review line management and leadership team structure to line manage the curriculum 	BDL/ADM/BRE/MGN/PRJ	Through 18-19
	<ul style="list-style-type: none"> Half termly review of all KS3 to KS5 Key Assessment performance at Department and Teaching group level 	BDL/ADM/BRE/MGN/PRJ	Through 18-19
	<ul style="list-style-type: none"> Intervention planning identification and review on a half termly basis 	BDL/ADM/BRE/MGN/PRJ	Through 18-19
	<ul style="list-style-type: none"> Tracking of ALPs (Yr. 10, 11, 12 and 13) progress over each half term through a data dashboard 	BDL/ADM/BRE/MGN/PRJ	Through 18-19
	<ul style="list-style-type: none"> Departmental league table (ALPS) to be reviewed and published each half term and tracked across the academic year 	BDL/ADM/BRE/MGN/PRJ	Through 18-19
	<ul style="list-style-type: none"> Heads of Department to be held accountable for their teams and are first point of contact re: poor student behaviour 	BDL/ADM/BRE/MGN/PRJ	Through 18-19
	<ul style="list-style-type: none"> Line management meeting to review interventions week 2 per half term 	BDL/ADM/BRE/MGN/PRJ	Through 18-19
	<ul style="list-style-type: none"> Second line management meeting to occur in week 5 of each half term 	BDL/ADM/BRE/MGN/PRJ	Through 18-19
	<ul style="list-style-type: none"> Intervention plans to inform the extended day and support provided across KS3 to KS5 	BDL/ADM/BRE/MGN/PRJ	Through 18-19
B. Half Termly Tri - Weekly and Key Assessments to become embedded and audited on a half termly basis (OKF6)			
	<ul style="list-style-type: none"> Assessment, Recording and Reporting calendar to be published at start of academic year 	BDL/ADM/BRE/MGN/PRJ	Sept 2018
	<ul style="list-style-type: none"> Key assessments and Tri weekly assessments directly linked to SoW content covered by departments 	BDL/ADM/BRE/MGN/PRJ	Through 18-19

	PRJ	
<ul style="list-style-type: none"> • SoW overviews to identify the Tri Weekly and Key Assessment points in Departments to aid consistency 	BDL/ADM/BRE/MGN/PRJ	Summer 2018
<ul style="list-style-type: none"> • Key Assessments to be recorded as the Working Grade in all half termly reports and used for pupil progress measure 	BDL/ADM/BRE/MGN/PRJ	Through 18-19
<ul style="list-style-type: none"> • Reporting schedule to be published in the staff planner 	BDL/ADM/BRE/MGN/PRJ	Sept 2018
<ul style="list-style-type: none"> • Next steps advice/deep marking to be undertaken for Tri weekly and Key assessments 	BDL/ADM/BRE/MGN/PRJ	Through 18-19
<ul style="list-style-type: none"> • Book sampling by HODs every half term in preparation for whole school Work Sampling 	BDL/ADM/BRE/MGN/PRJ	Through 18-19
<ul style="list-style-type: none"> • Work Sampling planned every half term, undertaken by Wider Leadership Team 	BDL/ADM/BRE/MGN/PRJ	Through 18-19
<ul style="list-style-type: none"> • English and Science – clearly specified on SOW, all students complete the same standard assessment 	BDL/ADM/BRE/MGN/PRJ	Through 18-19
<ul style="list-style-type: none"> • Maths – assessments linearized to match GCSE specification and standardised for each year group; scheduled in SOW 	BDL/ADM/BRE/MGN/PRJ	Through 18-19
<ul style="list-style-type: none"> • All Core subjects to audit/monitor assessments as year progresses – overseen by KS leaders 	BDL/ADM/BRE/MGN/PRJ	Through 18-19
C. Extended Day rolled out to Year 11 and Year 13 from mid-September with student targeting (OKF1) (OKF3)		
<ul style="list-style-type: none"> • Extended day to be rolled out to Year 11 and Year 13 mid-September with particular focus on PP students 	BRE	Sept 2018
<ul style="list-style-type: none"> • Students' school timetables to include prescriptive extended day sessions 	ADM	Through 18-19
<ul style="list-style-type: none"> • Tracking of attendance to the extended day, with none attenders' parents being informed and rewards sanctions given 	ADM/BRE	Through 18-19

<ul style="list-style-type: none"> • Publish the extended day to all stakeholders – closed and open sessions for students 	ADM	Sept 2018
<ul style="list-style-type: none"> • Review the students required to attend the extended day – termly 	ADM	Oct 18 Jan 19
<ul style="list-style-type: none"> • Open sessions advertised to all students 	ADM	Through 18-19
D. HoDs to produce detailed half termly intervention plans informed by well - planned Key Assessment outcomes. (OKF2)		
<ul style="list-style-type: none"> • Embed and review half termly Key assessment structure across the whole school 	ADM/MGN	Through 18-19
<ul style="list-style-type: none"> • Review Key assessments and moderate marking to ensure consistency at Department level 	ADM/MGN	Through 18-19
<ul style="list-style-type: none"> • Report on Key Assessment outcomes and analyse patterns of performance at Department level 	ADM/MGN	Through 18-19
<ul style="list-style-type: none"> • Half termly review of Department Key Assessment outcomes and intervention plans 	ADM/MGN/BRE/BDL /PRJ	Through 18-19
<ul style="list-style-type: none"> • Whole school data dashboard to be populated each half term to enable tracking of progress towards whole school targets 	WLT	Through 18-19
E. Core Subjects focus (OKF2)		
<ul style="list-style-type: none"> • Learning walk rota in place for 60 periods over the 2 week timetable 	ADM	Sept 2018
<ul style="list-style-type: none"> • Core subjects line managed by Headteacher 	BDL	Through 18-19
<ul style="list-style-type: none"> • Core subjects standing item on WLT meeting each week 	BDL	Through 18-19
<ul style="list-style-type: none"> • Learning Walks to prioritise Year 11 and Year 13 lessons 	BDL	Through 18-19
F. Year 10 vocational provision to be closely monitored		
<ul style="list-style-type: none"> • Regular updates to WLT on student progress 	ADM	Through 18-19

G. Curriculum Collapse from mid – May 2019 for Years 11 and 13 to maximise Public Examination student preparation (OKF6)		
<ul style="list-style-type: none"> Formalise the examination preparation for mocks and public examinations – pre examination briefings 	BDL/ADM/MGN	Nov 2018 March 2019
<ul style="list-style-type: none"> Plan and run a collapsed timetable from May for Year 11, 12 and 13 to support final prep for public examinations 	BDL/ADM/MGN	May 2019
<ul style="list-style-type: none"> Plan and offer revision sessions in Easter and over May half term to support student outcomes 	BDL/ADM/MGN	April 2019 May 2019
<ul style="list-style-type: none"> Walking Talking Mock for English Year 10 to whole cohort 	BDL/ADM/MGN	Oct 2019
<ul style="list-style-type: none"> Science Walking Talking Mock to be organised 	BDL/ADM/MGN	Dec 2018
H. iPad Business Case to inform future strategy		
<ul style="list-style-type: none"> Review current ipad provision and usage across the school 	BGL	Nov 2019
<ul style="list-style-type: none"> Stakeholder feedback regarding to the use of the device and how this is supplementing Teaching and Learning 	BGL	Nov 2019
<ul style="list-style-type: none"> Investigate infrastructure, online safety and safeguarding requirements of BYOD approach 	BGL	Nov 2019
<ul style="list-style-type: none"> Proposal to FGB relating to the use of technology within BHS 	BGL	Nov 2019
I. Quality of teaching to be maintained and improved through half termly lesson observations combining peer & PM lesson obs. (OKF5) (OKF7)		
<ul style="list-style-type: none"> First PM observations to be undertaken by the WLT in T11 	BDL/MGN	Through 18-19
<ul style="list-style-type: none"> Analysis of Peer to Peer observations to aid CPD programme 	BDL/MGN	Through 18-19
<ul style="list-style-type: none"> Analysis of Performance management observations to inform CPD programme and 'getting to Good' 	BDL/MGN	Through 18-19
<ul style="list-style-type: none"> Mentoring opportunities to be maximised 	BDL/MGN	Through 18-19
<ul style="list-style-type: none"> Rigorous monitoring of Newly Qualified Teachers (NQTs) within the school 	BDL/MGN	Through 18-19

Pupil Premium			
3	Actions	Lead	When
A. Profile of PP students to be maintained (OKF1)			
	<ul style="list-style-type: none"> The names of all PP students will be detailed in the staff planner with updates communicated half termly 	BRE	Through 18-19
	<ul style="list-style-type: none"> PP updates and notices to be shared at staff briefing on a Monday morning. 	BRE	Through 18-19
	<ul style="list-style-type: none"> BRE and BDL to explicitly inform PP students of their status and that they are in receipt of pupil premium funding. 	BRE	Through 18-19
	<ul style="list-style-type: none"> PP Year 11 students to be explicitly mentored by members of the WLT 	BRE	Through 18-19
	<ul style="list-style-type: none"> War boards will be used to track current working at grades of year 11 PP students against their ALPS target grades. 	BRE	Through 18-19
	<ul style="list-style-type: none"> PP to be an agenda item on every LT meeting agenda 	BRE	Through 18-19
B. Year 11 and Year 13 PP students to be significantly challenged by the extended day. Attendance to be maximised (OKF1) (OKF9)			
	<ul style="list-style-type: none"> BDL to meet all year 11 students to reinforce the purpose and expectations of the extended day. 	BRE/WLT	Sept 18
	<ul style="list-style-type: none"> Year 11 PP students will be given an updated personalized version of their timetables including periods 7 & 8 	BRE/WLT	Sept 18
	<ul style="list-style-type: none"> Extended day registers to be taken through PARS. 	BRE/WLT	Through 18-19
	<ul style="list-style-type: none"> PP Parents to be informed of any session missed. 	BRE/WLT	Through 18-19
	<ul style="list-style-type: none"> Student Rewards and sanctions to be used 	BRE/WLT	Through 18-19
	<ul style="list-style-type: none"> Refreshments will be provided at the start and end of the extended day to encourage attendance 	BRE/WLT	Through 18-19

<ul style="list-style-type: none"> Students will receive a loyalty card incentive to promote maximum participation of PP students 	BRE/WLT	Through 18-19
C. PP passports to be complimented with EAL and SEND information that will lead to increased motivation (OKF1) (OKF9)		
<ul style="list-style-type: none"> Creation of PP Passports to be distributed to students and complimented with EAL and SEND information 	BRE	Sept 18
<ul style="list-style-type: none"> PP passports to be placed into students' diaries and easily accessible 	BRE	Through 18-19
D. PP students' work to be audited exclusively as part of half termly work sampling audits(OKF1) (OKF9)		
<ul style="list-style-type: none"> PP student books to be discretely audited as part of work sampling 	BRE	Through 18-19
<ul style="list-style-type: none"> Successful work sampling required as part of teachers' performance appraisals 	BRE	Through 18-19
E. PP students to be mentored by WLT to ensure maximum impact. Whole range of strategies to be implemented including financial incentives. (OKF1) (OKF9)		
<ul style="list-style-type: none"> Every member of the WLT will choose three or four year 11 PP students to mentor. 	BRE	Through 18-19
<ul style="list-style-type: none"> Regular discussion at WLT of all PP Year 11 students 	BRE	Through 18-19
<ul style="list-style-type: none"> Academic tutoring meetings for these students will be conducted by their WLT mentor. 	BRE	Through 18-19
<ul style="list-style-type: none"> Every half term PP students' rank order for progress, ATL and attendance elicited and made explicit. Targets set 	BRE	Through 18-19
<ul style="list-style-type: none"> All teaching staff of PP students will be contacted by mentor as necessary 	BRE	Through 18-19
F. External literacy and numeracy academic tutoring to be implemented from September 2018. (OKF1) (OKF9)		
<ul style="list-style-type: none"> Tutor company contacted and independent tutors employed to deliver one on one PP academic tutoring 	BRE	Through 18-19
<ul style="list-style-type: none"> Bespoke literacy and Numeracy to form part of the extended day and to complement existing timetabled sessions 	BRE	Through 18-19
<ul style="list-style-type: none"> PP Student and tutor relationship to be prioritized to maximize student engagement 	BRE	Through 18-19

Pastoral System

4	Actions	Lead	When
A. Student Progress Lead to identify underachieving students with Head of Year deploying Form Tutors to improve progress (OKF3)			
	• Student progress to be audited immediately after data drops	EVR/BRD	Through 18-19
	• Lowest performing students in each tutor group to be placed on progress report	EVR/BRD	Through 18-19
	• Parents to be contacted by form tutor as necessary	EVR/BRD	Through 18-19
B. Attendance target (95%) to be achieved through relentless focus from attendance Officer and EWO on all student absences (OKF8)			
	• Daily phone calls home to all parents of persistent absentees on the first day of illness	EVR	Through 18-19
	• Home visits from attendance officer (AO) & EWO for all open cases & vulnerable groups if attendance drops below 85%.	EVR	Through 18-19
	• Attendance clinics to be run for all vulnerable groups < 96% attendance	EVR	Through 18-19
	• PP & other vulnerable students whose attendance < 90%, to be interviewed with AO on the first day of return to school	EVR	Through 18-19
	• Student absence patterns and trends analysed; intervention to be informed by this analysis	EVR	Through 18-19
	• Key focus on PP students, open cases and SEND students	EVR	Through 18-19
	• School day am and pm reg. to be analysed to see where attendance improvements can be made	EVR	Through 18-19
C. Student well - being audit to be undertaken by November 2018 with recommendations to be in place by January 2019 (OKF8)			
	• Student well - being audit to be undertaken by November 2018 with recommendations to be in place by January 2019.	EVR	Jan 2019

	<ul style="list-style-type: none"> • New proposal for a wellbeing and referral centre to be explored 	EVR	Dec 2019
D. New behavior policy to be implemented from September 2018. Monitoring to be reported on a half termly basis (OKF8)			
	<ul style="list-style-type: none"> • New behaviour policy to be launched and monitored 	EVR	Sept 2018
	<ul style="list-style-type: none"> • Classroom teacher to be prioritised as first point of intervention with several actions being required before pastoral management is involved 	EVR	Through 18-19
E. Whole School rewards system to be maintained and monitored from September 2018. (OKF8)			
	<ul style="list-style-type: none"> • GLS to administer Prizes for 2018 – 19 academic year 	GLS	Through 18-19
	<ul style="list-style-type: none"> • GLS to continue to monitor the PARS system regarding its suitability for administering rewards 	GLS	Through 18-19
	<ul style="list-style-type: none"> • To investigate Touco's, Epraise and Vivo as systems that can run alongside PARS 	GLS	Dec 2018
F. Safeguarding			
	<ul style="list-style-type: none"> • Ensure Safeguarding procedures are clear, operationally sound and regularly evaluated 	MND	Through 18-19
	<ul style="list-style-type: none"> • Roll out new identity cards and door operating system 	MND	Oct 2018

Staffing

5	Target	Actions	Lead	When
A. Retention & recruitment of driven ambitious teachers to be prioritised who have a deep seated belief in Blenheim, comprehensive education and a growth mindset.				
		<ul style="list-style-type: none"> Through Performance & Line Management and Line management identify future senior leaders 	BDL	Through 18-19
		<ul style="list-style-type: none"> Review support, opportunities, challenge and rewards for high performing teachers 	BDL	Through 18-19
		<ul style="list-style-type: none"> Implement bespoke PPD through internal and external development opportunities 	BDL	Through 18-19
		<ul style="list-style-type: none"> Use quality teacher training provider links that offer developmental training e.g. George Abbot and Sutton SCITT 	BDL	Through 18-19
		<ul style="list-style-type: none"> In house senior mentors to be attached to young talented teachers 	BDL	Through 18-19
		<ul style="list-style-type: none"> Consider conditional recruitment and retention allowances to attract and retain the most effective teachers 	BDL	Through 18-19
		<ul style="list-style-type: none"> New performance appraisal system to be explained, launched and closely monitored to promote excellent teaching with mitigations being sighted as necessary by staff to ensure fairness and transparency 	BDL	Through 18-19
B. Continuing prioritisation of links with local ITT providers. (OKF5) (OKF7)				
		<ul style="list-style-type: none"> Links to a variety of providers of teacher training to be expanded. 	RLY	Through 18-19
		<ul style="list-style-type: none"> Continue to offer training placements for a range of subjects in particular hard to fill i.e. Maths, Science, English 	RLY	Through 18-19
		<ul style="list-style-type: none"> Ensure good quality mentors support the training programme and attend mentor training with named provider. 	RLY	Through 18-19
		<ul style="list-style-type: none"> Provide an in house mentoring support programme to ensure consistency across the programme. 	RLY	Through 18-19
		<ul style="list-style-type: none"> Monitor training programme, carrying out observations and identify those trainees that would add value to Blenheim 	RLY	Through 18-19
		<ul style="list-style-type: none"> Support tutors and mentors in providing for, and meeting, the needs of the trainees. 	RLY	Through 18-19
		<ul style="list-style-type: none"> Blenheim ITT procedures to support the various teacher training providers and meet the Ofsted criteria / Carter Report. 	RLY	Through 18-19

	<ul style="list-style-type: none"> Gather feedback on the quality of training provided at Blenheim adjusting accordingly. 	RLY	Through 18-19
C. Internships to be explored on a local and national scale.			
	<ul style="list-style-type: none"> Work with the GTI scheme to offer intern placements for potential trainee teachers. 	RLY	Through 18-19
	<ul style="list-style-type: none"> Investigate the TES intern programme that has potential to fast track QTS qualification. 	RLY	Through 18-19
	<ul style="list-style-type: none"> Develop a PPD programme that provides a wide range of learning experiences for the intern. 	RLY	Through 18-19
D. Staff praise and rewards to be prioritised.			
	<ul style="list-style-type: none"> Continue to prioritise anonymous teacher feedback through the Blenheim Staff Association. 	RLY	Through 18-19
	<ul style="list-style-type: none"> Encourage teachers to prioritize their own well-being. 	RLY	Through 18-19
	<ul style="list-style-type: none"> Plan for activities that support teacher wellness, e.g. Perkbox. 	RLY	Through 18-19
	<ul style="list-style-type: none"> Consider a wellness fund that improves climate and facilities. 	RLY	Through 18-19
E. Blenheim Staff Association to continue to inform the HT of staff views. Feedback to teachers be no more than 3 days after meeting.			
	<ul style="list-style-type: none"> Fortnightly meetings to keep Headteacher informed about staff's views. 	BDL	Through 18-19

Finance

6	Actions	Lead	When
A. Support Staff Review			
	<ul style="list-style-type: none"> To continue to monitor the impact and effectiveness of non-teaching positions, particularly those created by the support staff review. 	BGL	Through 18-19
B. OFD to provide real time half termly updates to Headteacher and Governors			
	<ul style="list-style-type: none"> OFD role to produce bi-monthly real time financial reports. 	BGL	Through 18-19
	<ul style="list-style-type: none"> To maximize investment opportunities. 	BGL	Through 18-19
	<ul style="list-style-type: none"> To investigate the feasibility of building permanent accommodation on the Blenheim site a purpose built inclusion centre and fitness studio onsite. 	BGL	April 2019
C. Natural opportunities to maximise staffing and reduce inefficiencies to be carried out on a rolling basis			
	<ul style="list-style-type: none"> All resignations to be seen as opportunities to streamline and improve efficiency. 	BGL	Through 18-19
	<ul style="list-style-type: none"> Pooling of resources for non - teaching staff to be carefully considered. 	BGL	Through 18-19
D. 3 – 5 Year Strategic Plan			
	<ul style="list-style-type: none"> OFD to write strategic plan which focuses on likely GAG income, income generating opportunities, maximum efficiency savings and appropriate investment of capital reserve. 	BGL	Through 18-19
E. Governors to explore the feasibility of Blenheim joining a MAT.			
	<ul style="list-style-type: none"> MAT committee to make initial decision by December 2018. 	BDL	Through 18-19
	<ul style="list-style-type: none"> MAT committee to continue exploring collaboration opportunities. 	BDL	Through 18-19

Collaboration

7	Actions		When
A. Primary School liaison work to be prioritised.			
	<ul style="list-style-type: none"> To promote and organize the annual STEMFEST at Blenheim High School. 	WDC	Through 18-19
	<ul style="list-style-type: none"> To ensure guest speakers present at STEMFEST and that students from Key Feeder Primaries attend. 	WDC	Through 18-19
	<ul style="list-style-type: none"> To distribute the Blenheim Primary Schools Programme to all local feeder Primary Schools and follow up. 	WDC	Through 18-19
	<ul style="list-style-type: none"> To oversee and co-ordinate opportunities taken up by Primary students seeking feedback 	WDC	Through 18-19
	<ul style="list-style-type: none"> To establish strong relationships with key local feeder primaries (e.g. Stamford Green, St Martins & Auriol). 	WDC	Through 18-19
	<ul style="list-style-type: none"> To set up a programme of secondary taster lessons across subject areas for Year 5 students. 	WDC	Through 18-19
	<ul style="list-style-type: none"> To ensure continued uptake of 'Science in a box' lessons with Primary schools 	WDC	Through 18-19
	<ul style="list-style-type: none"> To organize opportunities for Blenheim GAMA students to work with local primary school students in a mentoring / teaching capacity. 	WDC	Through 18-19
B. A range of enriching opportunities to be experienced by 70% of students.			
	<ul style="list-style-type: none"> To co-ordinate and oversee enrichment opportunities provided by subject areas across the school 	HPR/LDG	Through 18-19
	<ul style="list-style-type: none"> Continue with a weekly 'Head's bulletin' to advertise/promote all enrichment clubs and events with parents. 	BDL	Through 18-19
C. Local Businesses to be contacted to build sustainable links that benefit Blenheim students.			
	<ul style="list-style-type: none"> To establish an in-school contact for external companies and providers in the setting up / management of school initiatives to support staff and/or students e.g. Show My Homework, Perkbox, Kirkland & Rowell etc. 	RLY	Through 18-19

	<ul style="list-style-type: none"> To effectively mentor and ensure internal collaboration between NQTs at Blenheim, and be the school link for Babcock 4S as our training provider. 	RLY	Through 18-19
	<ul style="list-style-type: none"> To set the school's fundraising strategy for the academic year and liaise with charities / organisations 	LDG	Through 18-19
	<ul style="list-style-type: none"> To ensure links with our Kenya school continue and welcome foreign exchange students to the school in conjunction with the Kingston Study Centre. 	RLY	Through 18-19
	<ul style="list-style-type: none"> To reach out to local businesses and external guest speakers to create a programme of events and talks to help benefit our students across a variety of subject areas and interests. 	LDG	Through 18-19
D. The feasibility of a PTA to be set up catering for students' needs through sale of second hand uniform, branded merchandise, social events etc.			
	<ul style="list-style-type: none"> To gather feedback from parents to assess potential interest in the creation of a Blenheim PTA. 	RLY	Through 18-19
	<ul style="list-style-type: none"> To create an annual programme of PTA events should sufficient interest be gained. 	RLY	Through 18-19