

IMPACT	SEID 2017-20 KEY PRIORITIES FOR IMPROVEMENT - PROGRESS UPDATE FEBRUARY 2019		
Section 1: Quality of Teaching and Learning/ Educational Provision:	How will we achieve it?	Summary of Progress by Spring Term 2019 <i>(Please give quantitative evidence where possible)</i>	Lead person
<p>Intent:</p> <ul style="list-style-type: none"> To support, challenge and so develop our colleagues to ensure that all teaching and learning is Good or Outstanding. To meet the needs of all learners and to achieve very high academic standards through the relentless pursuit of excellence in our classrooms. No groups to under-achieve. To position the school as a World Class School with a reputation for excellence. To equip students and staff with new technologies for Teaching and Learning. We intend to be at the leading edge and anticipating future developments. <p>Objectives:</p> <ul style="list-style-type: none"> We will ensure a strong emphasis on planning and delivering engaging and challenging lessons. We will develop high levels of literacy and articulation. We will develop high levels of numeracy. We will recruit and retain only high quality and very hard-working staff. We will deliver a relevant and meaningful curriculum. We will provide access to cutting edge technology for teaching and learning. We will provide high quality professional development for staff. 			
<ol style="list-style-type: none"> No Reduction in standards despite the increased demands of subject content by meeting the challenges of the reformed GCSE curriculum. Reduce and minimise in-subject variation, particularly within the core. Improve the level of attainment and progress of all students, as measured by P8 and A8 but with a particular focus on low ability students and high ability disadvantaged students. Maintaining our position in the top 25% of schools nationally for progress and attainment. 	<ul style="list-style-type: none"> High levels of communication between SLT, governors, HOFs and teaching staff, as well as school to school liaison to ensure excellent understanding of the new Curriculum and Measures and thorough preparation for changes. Ensure a smooth and effective transition from alphabetical to numeric GCSE grades using the opportunity to reinforce high aspirations and to communicate this effectively to parents, students, governors and all staff. Further develop the target setting system at KS4, monitoring following tracking and the annual review process so that it has 	<ul style="list-style-type: none"> Measures regularly discussed at SLT, HoF and governor meetings. Annual review document has been updated to reflect new school measures. NH to attend external training in Spring Term. Development of HCTSA subject meetings to ensure good practice shared school to school. Tracking sheets at KS4 updated so that all now report in numerical grades with clear explanation of grading system for parents. Parent information evenings for Y8 and 6th form options used to reinforce understanding. Analysis after each internal tracking point has been further developed so that it includes analysis of each of these areas 	<p>NH/ SLT/ HoFs</p> <p>NH/HoFs</p> <p>NH/ CLS</p>

<p>4. Develop the KS3 curriculum to ensure it builds on the new KS2 curriculum and that standards of student achievement are maintained such that students are ready for the high standards required at KS4.</p> <p>5. Further improve the quality of teaching across the school, so that 95% of teaching is good or better, resulting in improved progress and attainment.</p> <p>6. Continue to improve the quality of teaching and learning with a particular focus on: questioning, assessment, mastery and memory and literacy and numeracy</p> <p>7. Develop students' communication skills by insuring that all teachers place an emphasis on oracy and articulation within the classroom.</p>	<p>sharp focus on groups progress and attainment (ability bands, gender, PP and SEND as major areas of focus).</p> <ul style="list-style-type: none"> • Implement and embed new systems of tracking at KS3 in light of the removal of levels to ensure teaching staff are regularly monitoring and tracking progress in a relevant and meaningful way that provides sufficient rigour in preparation for KS4. • Continue to sustain and develop an outstanding curriculum providing a 'rich and highly relevant range of opportunities' which balances due consideration of facilitating subjects and new accountability measures. • Develop the use of commitment to learning in place of effort with students so that they have a clear understanding of our high expectations so that their efforts can be recognised and issues addressed 	<p>after every tracking point which is shared with YCo, HoF and SLT. This helps provide focus for planned intervention.</p> <ul style="list-style-type: none"> • Very good outcomes for GCSE Aug 2018 in reformed subjects. This led to an Attainment 8 score of 53.4 and Progress 8 score of +0.41 putting us in the top 17% of schools nationally. • There is less variation in progress in the core this year in 2017 the range was 0.75 but in 2018 the range was 0.31 • The progress of low ability students improved in 2018 with a score of +0.33 compared to the progress of MAPs and HAPs both of which had progress of +0.42 <p>The performance of disadvantaged students was disappointing with a progress score of -0.43 and needs to be an area of increased focus this academic year.</p> <ul style="list-style-type: none"> • Tracking in Y7 has been redeveloped to ensure it enables teachers to accurately share student's current attainment with parents and students. HoFs have worked to develop assessment models which teachers can apply consistently and provide a meaningful dialogue around progress. Work has been done to develop assessment models ready for the new attainment descriptors to be used in Year 8 next academic year. • Commitment to learning statements developed with teachers such that they clearly explain our expectations to students. Assemblies given to all year groups about the new system and successfully implemented at tracking points. Students with excellent commitment celebrated in assemblies and displayed in corridors after each tracking point. Interventions focussed on students 	<p>CLS/ NH</p> <p>NH/ CLS/ HoFs</p> <p>NH/ CLS/ CAS/ JKW /LV/ BW/ HoFs</p>
---	--	---	--

	<ul style="list-style-type: none"> • Further improve the quality of line management of HoFs via <ul style="list-style-type: none"> -regular link reports with a focus on performance between groups including vulnerable students -specific prompts to discuss with HoFs at key times within the school calendar • Clearly identify and share with staff and Governors the key features of excellent teaching and learning at Nower Hill to reaffirm what we are aiming for in classroom practice. • Bespoke programme of development for teachers currently identified as less than consistently good as identified through a range of monitoring procedures including observation and examination results. • Whole school annual areas of teaching & learning focus to ensure higher impact on key priorities. This process to begin with a high focus on questioning and mastery and memory. • To continue to develop quality marking within faculties and across the school as part of the range of assessment techniques which enable students to reflect on their learning, have a clear idea of their next steps and implement this within their work. • Ensure there is a consistent approach to the teaching and assessment of oracy and articulation in Y7 Oracy and PRE and Citizenship in all year groups. • Further develop all teachers understanding of oracy skills so that they provide opportunities within lessons for students to develop their skills and provide timely and 	<p>with poor commitment to learning by YCo and Form tutors.</p> <ul style="list-style-type: none"> • Line management meetings happening weekly with termly feedback to SLT. Report to SLT modified to ensure clear focus on school priorities. • Document describing 'Excellent teaching' at Nower Hill produced with input from SLT, HoFs and classroom teachers. Shared with teaching body and used to explain the relevance of INSET sessions. Still being embedded in the induction of new staff so they are aware of NHHS teaching expectations. New teacher handbook developed for induction of new teaching staff so they are aware of the expectations of excellent teaching at Nower Hill at the start of their career with us. • In 2017, external consultant used to provide coaching programme for teachers identified as requiring support and others with potential to become future coaches. Progress was made with 60% of the cohort and further monitoring, support and development has been planned. • Sessions on mastery and memory delivered as part of twilight INSET and a pedagogy champion topic. Greater number of twilight INSET sessions next year will allow for more training in these key areas. • Quality marking reviews, has demonstrated a significant improvement in the number of students engaging with improvements and redrafting following teacher marking. This continues to be a focus in many subjects and departments. • Development of the oracy curriculum which has now moved to the Classics department and is taught by a smaller group of teachers. INSET on oracy 	<p>NH/ HoFs</p> <p>JKW/ NH/ SLT/ HoFs</p> <p>JKW/ NH</p> <p>NH/ CLS</p> <p>NH/HoFs</p> <p>NH/HoFs</p>
--	---	--	---

	<p>specific feedback to students on these skills.</p> <ul style="list-style-type: none"> • Provide extracurricular opportunities for students to further develop their communication skills to larger audiences. 	<p>delivered in Wed morning briefing and Jan 18 INSET day carousel. Planned meetings between Oracy, citizenship and PRE leads.</p> <ul style="list-style-type: none"> • Development of Jack Petchey speak out challenge and House assemblies run by students have given more students an opportunity to speak to public audiences. This is an area which still needs further development. • Symposium continuing to be embedded within life of the school enable students and the school community to communicate with those at the forefront of their fields. • Development of G suite to replace the schools use of Fronter for September 2018, to ensure students continue to have easy access to a wealth of resources and that teachers make best use of the most up to date forms of technology to improve student learning. 	<p>NH/GN/HoFs</p>
--	---	---	-------------------

Section 2: Narrowing the Gap/Underachieving Groups:	How will we achieve it?	Summary of Progress by Spring Term 2019 <i>(Please give quantitative evidence where possible)</i>	Lead person
<p>Intent:</p> <ul style="list-style-type: none"> To meet the needs of all learners and to achieve very high academic standards through the relentless pursuit of excellence in our classrooms. No groups to under-achieve. <p>Objectives:</p> <ul style="list-style-type: none"> We will ensure a strong emphasis on planning and delivering engaging and challenging lessons. We will deliver a relevant and meaningful curriculum. We will target additional resources for disadvantaged students / under-achieving groups to ensure there are no 'gaps'. 			
<ol style="list-style-type: none"> Diminish the attainment difference between girls and boys. Diminish the attainment gap between disadvantaged /non disadvantaged students particularly high and low achieving students. Improve quality of Wave 1 and 2 interventions to reduce group variation. Continue to provide and develop a rich and balanced curriculum for lower ability students which cater for all needs and takes into account national assessment reforms. Monitor the quality of Teaching Assistant effectiveness and continue to ensure appropriate deployment, value for money and professional growth. To ensure that at least 85% of all TA work across the school is good or better. 	<ul style="list-style-type: none"> Put in place curriculum based strategies within the classroom for addressing gender attainment gaps e.g. planning lessons and topics which will appeal to certain groups and informed use of seating plans. Put in place pastoral based strategies for addressing gender attainment gaps. Maintain the high profile of disadvantaged students and establish formalised, impactful systems for ensuring appropriate additional maths and English support where needed. Continue to develop and refine the intervention programme to ensure high quality teaching first and foremost. Ensure any Wave 2 interventions are strategic and focussed on outcomes. 	<ul style="list-style-type: none"> Development of STEM programme to encourage more students but particularly girls to take STEM based subjects at KS4, 5 and beyond. Targeted revision study programme introduced for Year 11 students who need to make more progress in the run-up to the mocks. Students came in at 8.00am on a daily basis and were issued with revision materials to support their learning. Sessions run in English, maths and science revision. 'Max your score – go for 4 more. Really want to strive? Make it 5' programme introduced to encourage Year 11 students to increase their progress. Mint class seating has been introduced and is used by 97% of teachers to generate seating plans which address the needs of the students. Assemblies held post-tracking points which encourage boys to 'diminish the difference'. Year Co-ordinators consult with HOFs regarding gender balance in teaching groups. 	<p>NH/ HOFs</p> <p>Lv/SEM /FW</p> <p>LK/SGa/LV/ NH</p>

	<ul style="list-style-type: none"> For students being educated in alternative provision, put in place systems for formally monitoring the quality of teaching and students' learning closely and frequently, to make sure that students complete work with alternative providers that is of equally good quality to that in school, and that good practice is shared between staff in both settings. 	<p>intervention based on issues arising from the data and qualitative evidence.</p> <ul style="list-style-type: none"> Dyscalculia training was given to all TAs and some maths teachers in 2018. Numbers having maths interventions have increased. Renaissance Reading Testing has taken place. AC has worked more closely with English to monitor use and to improve results. A communications strategy was developed and has been expanded by the in-house SALT. We now need a set of rules that will be school wide and embedded. This is not happening as yet. BW conducting a modest research project as part of his SENCo training to drive this forward. Staff and student consultation groups set up and a survey undertaken. Accelerated Maths is an online software programme. 36 Year 7 students across 4 groups are currently seen once a week during registration. Students were selected from KS2 data, STAR Maths assessments and referrals. The current growth report shows that 3 of the 4 groups have had positive growth since starting the programme. The final Star Maths Assessment is being completed this summer term which will show more accurate progress results. Power of 2 - there are currently 5 students completing <i>Power of 2</i>, <i>Plus 1</i> or <i>Perform with times tables</i> maths intervention books. Progress is determined by students giving correct answers on three consecutive occasions to each question until they complete the book. 	<p>BW</p> <p>BW</p> <p>BW</p> <p>BW</p>
--	---	--	---

		<ul style="list-style-type: none"> • Performance of disadvantaged students reviewed after each tracking point. Teacher post tracking analysis sheet to help teachers focus wave 1 intervention strategies on students who are members of key groups. • Lead TAs have been assigned to interventions so they have more control and are using information more sharply • Wave 3 interventions ahead of exams give priority to underperforming students who are part of these targeted groups. • TAs given additional hours to deliver small group interventions to targeted Y11s. 15 students using Academy 21 maths booster. English and maths small groups removed from PE for booster. • New tracking sheet developed for those students involved in S4L in Y7 so that parents are given clearer information on how students in this group is developing. • Behaviour managers assigned to regularly visit students at the Jubilee Academy and further education colleges to liaise with staff regarding their progress. • Tracking reports to be collated by Behaviour Managers and stored in AP file along with students' files to monitor their progress. • Behaviour Managers to review the students' opinions regarding their course on a termly basis. 	SEM
--	--	---	-----

Section 3: Behaviour and Safety	How will we achieve it?	Summary of Progress by Spring Term 2019 <i>(Please give quantitative evidence where possible)</i>	Lead person
<p>Intent:</p> <ul style="list-style-type: none"> To be the school of choice for our local community To position the school as a World Class School with a reputation for excellence. To develop effective partnerships with all families, the local community and industry. <p>Objectives:</p> <ul style="list-style-type: none"> We will explicitly develop resilience amongst the students. We will be a well-disciplined and safe school. We will further develop an exemplary reputation locally and further afield ensuring that we remain the school of choice for our community. 			
<p>Reduction in the percentage of students with more than one fixed term exclusion; reduction in the number of boys receiving exclusions, in particular male disadvantaged students and therefore missing school. This should lead to an improvement in progress for these particular groups. A reduction in the number of behaviour points in the current Blue Year group in particular, which is leaving them at risk of under-achieving and vulnerable to exclusion.</p>	<ul style="list-style-type: none"> Individual career plans for select group of Y8 students, and for any recidivists in terms of exclusions. High quality work experience placements for these children and additional meetings with parents. Small group behaviour support for key students and re-development of pastoral support plans. Identification of key reasons for exclusion and looking at strategies to address these behaviours. 	<ul style="list-style-type: none"> Reduction in the number of Internal Exclusions for the Blue Year group this year in the Autumn Term compared to last year (27 compared to 46). At Tracking Point A, the concerns 'red' list also decreased from 31 to 22 students and disruptive behaviour marks reduced by 50% compared to the same point in the previous year. The number of students in the Blue Year group with repeat internal exclusions in Autumn 2016 was 16. In 2017 this reduced to 5. The Spring Term saw a reduction in the number of Internal Exclusions across the school compared to 2016-2017 (190 reduced to 136). Although Fixed Term Exclusions for males remained consistent this year compared to last, we noticed a marked decrease in the number of Internal Exclusions for males (150 reduced to 114). Fixed Term exclusions by Year Group saw a decrease by Year 11 (14 down to 9 in the Spring Term). 	<p>LV/AHT KS3/ AHT KS4</p>

		<ul style="list-style-type: none"> • Internal Exclusions for the Spring Term saw a noticeable decrease across Year 7-10. • The Blue Year Group (Year 9) saw a rise in Fixed Term Exclusions in the Spring Term compared to last year but produced a significant reduction in Internal Exclusions (31 compared to 57). • The blue year group is to be targeted for an aspirational careers walk in the City of London (spring 2019) and have also been targeted for work experience placements (1/3 of WEX placements have been offered to the key group in this year group). • Several students in the blue year group are responding well to being on PSPs and alternative provision is being sourced to support a minority of students. • Fixed term exclusions for the Autumn Term 2018 for the blue year group were lower than Year 11 and Year 9. Internal exclusions were the highest of all of the year groups but comparable to other Year 10 groups in the Autumn Term. • PERMANENT EXCLUSIONS - There was (1) permanent exclusion during 2017/18 compared with (3) in 2016/17. • FIXED TERM EXCLUSIONS - The number of fixed term exclusions has fallen from (82) in 2016/17 to (60) in 2017/18. This represents a % decrease of 27%. The number of males that received a fixed term exclusion in 2017/18 was (53) compared to (72) in 2016/17. This represents a % decrease of 26%. • INTERNAL EXCLUSIONS - The number of males that received an internal exclusion in 2017/18 was (410) and in 2016/17 this was (456). This represents a 10% decrease. 	
--	--	---	--

<p>Developing students as thoughtful, caring and active citizens who can compete in the 21st century. Improved confidence, self-esteem and articulation allowing students to make better progress and raising levels of aspiration.</p>	<ul style="list-style-type: none"> • Re-design and re-launch of the 21 Challenge Pledge. Replace with a 'Nower Hill Passport' which requires students to complete a number of extra-curricular activities to develop their 'life skills' outside of their lessons. PP students to be prioritised in terms of creating opportunities and ensuring completion of the programme. 	<ul style="list-style-type: none"> • The Blue Year group still have more behaviour points than any other Year group, and 40% more than the next highest Year group. Boys have 3 times as many behaviour points than girls and disadvantaged students in the Year group have double the number of behaviour points to the next highest Year group. That said, there are 7 achievement points awarded for every behaviour point in this Year group, which is similar to Years 11 and 12. In spite of interventions that have taken place, there is still much work to be done with this Year group. • Initial idea presented to SLT in September 2017, in the form of a concertina pull out. • Idea then re designed to make a Nower Hill Enrichment Passport. Year Co-ordinators to stamp each time a challenge is achieved to increase robustness. • Idea further developed into an Enrichment Pass for each year group, to start with Year 7 in September 2018. Year 8 will continue with the 21 Challenge Pledge. Each student will have their own enrichment pass which they will have ownership of. Throughout the year, they will aim to meet certain challenges across the school, which teachers and YC will recognise. Challenges to be set across the school and targeted to different year groups. Idea presented in SSLT in June 2018. • Year 7 enrichment pass was rolled out to students in September 2018. Each student received their own pass and an oyster card wallet. Six challenges are set for the children to achieve throughout the year, 	<p>AHT KS3</p>
--	--	---	--------------------

<p>Improved leadership opportunities for students and support for staff during non-lesson times, allowing behaviour to be more closely monitored. Development of a greater sense of pride and community in the student body which will support progress, well-being and aspiration</p>	<ul style="list-style-type: none"> Review the prefect structure and review posts of responsibility at break and lunchtimes and how these can be effectively monitored. Facilitate leadership courses for students and involve 6th Form students more widely. Review of peer mentor system which works well at the start of Y7, but the benefits are not felt throughout the year. Half-termly planning meetings for peer mentors to embed greater team work. Train peer mentors in managing 'friendship issues' to free up Student Support staff time to focus on more serious behaviour issues. 	<p>focusing on hard work and kindness, two values enshrined within Nower Hill.</p> <ul style="list-style-type: none"> Dedicated assemblies throughout the year to promote opportunities. Parental engagement through the Year 7 welcome evening and evidence of challenges met are presented on the Year 7 tracking twice a year. Teaching staff informed of the Year 7 Enrichment Pass through CPD briefing 14/11/18 Three students have already met all 6 challenges at the start of the Spring Term – these students are challenged to achieve another 6 and will be rewarded with a morning breakfast with YCs to celebrate their success. <ul style="list-style-type: none"> Three peer mentors in Year (10/11) worked effectively in the transition of our newest cohort of Year 7 children. In the Spring Term 2018, after Year 7 TPA data was released, evident that homework becoming a concern. Peer mentors deployed into Year 7 tutor groups on a Friday morning to work specifically with one or two children who needed more 1:1 support with homework. The support from the Peer Mentors in the Spring Term was inconsistent. To increase the effectiveness of this moving into 2018-2019, the Year 7 Co-ordinators will meet with the Peer Mentors half termly to outline responsibilities for the period ahead. 	<p>AHT KS3/ AHT KS4</p>
--	--	---	--

<p>Successful integration of 24 students extra each year from September 2017 as our PAN increases to ensure that the increase in the size of the school has no negative effect on the quality of education provided.</p>	<ul style="list-style-type: none"> Review the Student Support staffing model and ensure rigorous training for any new post holders to maintain the quality of Student Support in the school, improving where required. Review procedures in terms of moving around the site, break and lunch times as the school roll grows. Ensure adequate physical resources to allow for the growth in number. 	<ul style="list-style-type: none"> Each half term since Sept 2018, the AHT KS3 and Year 7 Co-ordinators have met with Peer Mentors to outline the responsibilities for the term ahead. The Peer Mentors worked tirelessly over the Autumn Term attending many key transitional events with Year 7. As a thank you, their efforts were celebrated with an 'Afternoon Tea' in the 6th Form Refectory. Peer Mentors are briefed on the half termly focus with Year 7 (new for 18-19), so they know what support is needed and how they can best support their needs, e.g. friendships, homework, e safety. The Prefect system was restructured in 2018 so that Prefects applied for one (or more) of 8 specific roles. This has enabled Prefects to be clearer in regard to their specific responsibilities and to develop experience in their area. Improved system for managing corridor behaviour rolled out to all students and staff February 2019 Nower Hill expectations presentation delivered to all year groups via Form Tutors in February 2018 as a reminder of behaviour between lessons, improving the school environment and supporting the school community. Year 7 Co-ordinator replaced the Behaviour Manager to support and monitor the efficacy of the Y10/Y11 Peer Mentors due to their work with Year 7 tutor groups. Year 7 Year Co-ordinator has had an active role in the recruitment and assignment of peer mentors 	<p>LV/KS AHTs</p>
--	---	--	-------------------

		<p>to Year 7 tutor groups for 2018-19. Year 12 Peer Mentors recruited and trained to work with younger students.</p> <ul style="list-style-type: none"> • Year 10 and 11 YCOs developed Prefect Teams, led by Team Leaders, and assigned events to improve reliability of support and provide leadership opportunities. • Weekly meetings introduced between AHT KS4 and Lead Prefect Team. • The Prefect system has been revamped with prefects applying for specific roles and responsibilities. These teams will be overseen by the Lead Prefect Team. • A dedicated training session was delivered to the Year 7 tutor team in July 2017 by the Year 7 Year Coordinators, introducing them to the role of the Form Tutor. • As the Year 7 tutor team consists of largely NQTs, a rolling programme of pastoral mentoring occurs throughout the year so tutors feel supported. This is delivered by more experienced tutors on a weekly basis. • AHT KS3 will also meet with the new NQT Form Tutors in July 2018 as part of their Summer Induction Programme to introduce them to the Year 7 Team. The significance of a smooth transition for the children in Yr 6-7 is discussed and the importance of a high quality student support network. • This session was completed and Form Tutors found this support useful, looking at the importance of the pastoral role of the Form Tutor and a hard copy 'top tips' guide was given to Form Tutors to take away before starting with their Tutor Group in September. 	
--	--	--	--

Section 4: 6 th Form	How will we achieve it?	Summary of Progress by Spring Term 2019 <i>(Please give quantitative evidence where possible)</i>	Lead person
<p>Intent:</p> <ul style="list-style-type: none"> To position the school as a World Class School with a reputation for excellence To be the school of choice for our local community To meet the needs of all learners and to achieve very high academic standards through the relentless pursuit of excellence in our classrooms. No groups to under-achieve. To support, challenge and so develop our colleagues to ensure that all teaching and learning is Good or Outstanding <p>Objectives:</p> <ul style="list-style-type: none"> We will ensure a strong emphasis on planning and delivering engaging and challenging lessons. We will develop high levels of literacy and articulation. We will develop high levels of numeracy. We will explicitly develop resilience amongst the students. We will celebrate achievement and success. We will provide a world class Sixth Form. 			
<p>1. To restore L3VA to above national average and increase A-level ALPS grade from 4 to 3 or higher</p> <p>2. To raise attainment so that the average point score per entry is significantly above the national average (in 2016 the national average point</p>	<ul style="list-style-type: none"> Prepare students for more demanding linear A-levels by increasing number of A-level teaching weeks, developing the curriculum at KS5 to improve subject mastery and centralised assessment and monitoring periods across the two year course. Developing and embedding clear systems of monitoring and intervention with subjects, groups of students and individuals at 6 tracking points across Year 12 and 13. Areas of concern revealed by the data at all levels are fed back to SLT and strategies to address concerns will be employed via line management. This process is also used to identify and share good practice. Ensuring students are well motivated and supported with their studies via the use of differentiation, Wave 1 strategies and mentoring for those students identified as being at particular risk of underachievement. Faculties will use a range of interventions to raise attainment across the ability range. 	<ul style="list-style-type: none"> LV3A for 2017 was +0.29 ALPS value added score was grade 2 Department for Education validated data tables in relation to A level performance ranked NHHS 110th out of 2730 academies, schools and colleges nationally with a progress (A-Level) score of 0.30. We are deemed 'Well Above Average' which is the highest category and places us in the top 4% of schools nationally. By way of contextualisation St Dominic's A level progress score is -0.05, deemed 'Average', and ranked in the top 41% nationally. Our 2018 results mean Nower Hill's 3 year T score is a grade 2 	NH/CAS

<p>score per entry was 32.1)</p>	<ul style="list-style-type: none"> • Students will be taught to become independent learners in Assemblies, in registration via academic mentoring and in study skills sessions. Opportunities will be provided for students to understand and adopt the growth mindset. Faculties will use metacognition and self-regulation to ensure students take charge of their own learning. • The Head of 6th Form attends HOF meetings and leads on improving standards in 6th Form teaching and learning across the faculties. INSET sessions are run by the Head of 6th Form on INSET Days focusing on teaching and learning. • KS5 results are analysed in depth at exam results analysis meetings and tracking is analysed during line management meetings, department meetings and SLT. • Where data reveals any gaps in attainment between disadvantaged and non-disadvantaged students or between different groups of students this will become a focus for the relevant subject and will be discussed with line managers. 6th Form leaders identify strengths and areas for development and facilitate staff to share best practice to increase value added in different ability ranges. • Particular attention is paid to blue subjects on ALPS and line managers would intervene and support these subjects through observation and feedback on teaching and learning in addition to setting suitable targets. • Home study is being reviewed to ensure students are making the most of their home study time. More direction is to be given to staff around the setting of homework and guided learning and increased monitoring of what is being set and how students are engaging with it. 	<ul style="list-style-type: none"> • LV3A for 2018 was +0.23 (Ofsted Inspection Data Summary Report). The LV3A for Watford Girls was -0.04, for Watford Boys was -0.06 and for St Dominics was 0.00. • ALPS value added score of 2 put the 6th Form in the top 13% of schools and colleges nationally (DFE Performance Tables 2018). • 28 of our Year 13 students achieved grade A or A* in all of their subjects and 33% of all grades at A-Level were A or A*. 64% of all A-Level grades were A*-B • <i>The amount of teaching time for Year 12 and 13 has increased as a result of students no longer being entered for AS exams. This means there has been more opportunity to embed subject knowledge and deepen learning. Regular assessment has been maintained, however, and in Year 12, baseline testing took place in October, followed by two sets of mock exams in February and June. In Year 13, mock exams took place in December and April. This regime is aimed at improving student recall and provides students with lots of exam practice and opportunities to consolidate knowledge via testing and revision.</i> <p><i>The following are examples of interventions employed by faculties to raise attainment:</i></p> <ul style="list-style-type: none"> • <i>ALPS Whatif? Trackers used to identify students to target</i> • <i>Subjects focusing on U/E grade students and moving Ds/Cs to Bs</i> 	
----------------------------------	---	---	--

		<ul style="list-style-type: none"> • <i>Subjects offering targeted students exam practice before school and revision surgeries after school</i> • <i>In-lessons intervention: Wave 1 strategies were used by teachers</i> • <i>Revision Sessions were run over Easter and on Saturdays leading up to the exams</i> • <i>Teachers made 1:1 appointments to meet with students most at risk of underperforming on a weekly basis during free periods or after school</i> • For 2018/19 Faculties are using ALPS Connect online portal. The What If tracker is interactive and enables teachers to more precisely identify students to target for intervention and compare the ALPS grade for different groups of students within each subject. • Good practice surrounding Academic Monitoring and delivery of A-Level Mindset Activities has been shared at Year Team Meetings. • Student voice used to improve learning conversations and students' experience of mastery learning. • Faculties to share best practice regarding predicted grade accuracy and how to deal with the challenges surrounding this. Metacognition and self-regulation to be a focus at 6th Form teaching and learning Inset. Faculties to share intervention strategies surrounding key groups of students. 	
--	--	--	--

<p>3. To increase the number of students going to Oxbridge and Russell Group or other leading universities, and increase the numbers going on to study Medicine, Dentistry or Veterinary Science</p>	<ul style="list-style-type: none"> • Our Oxbridge preparation programme, called Aspire, takes place two lunchtimes each week from January in Year 12 until December in Year 13. The programme helps to develop interview, thinking and critical analysis skills, provides personal feedback and mentoring and ensure students have the best possible change of successful applications for higher education, sponsorship schemes, access schemes and eventually employment. • Students with Oxbridge potential will be given tailored support and advice on their application from our UCAS Adviser as well as assistance with test preparation and mock interviews by industry professionals. Students will also be given support with applying for Cambridge residential courses, UNIQ Summer Schools and other taster days and workshops designed especially for Oxbridge applicants. We arrange for The Medic Portal to come to the school to support our medical, dental and veterinary school applicants with their UKCAT and BMAT test preparation. • Many different events will be organised for Year 12 students and parents to inform them of the UCAS process, to get students started early on their application to university and enable students to make informed choices about their career paths. Students will be supported at every stage of the UCAS process by the Heads of Year and Head of 6th Form. Those students who find it more difficult to select a destination will be given extra support by the Heads of Year and regular appointments will be made for them to see the Careers Adviser. 	<p><i>June 2018:</i></p> <ul style="list-style-type: none"> • <i>4 students holding conditional offers from Oxbridge. 2 of these are on track to meet their offer, the other 2 are predicted to not quite reach their offer conditions.</i> • <i>6 students holding conditional offers for Medicine. 5 of the students are on track to meet their offer, 1 student is marginally below. We arranged for The Medic Portal to come to the school to support our medical, dental and veterinary school applicants with their UKCAT and BMAT test preparation and this has assisted students with receiving offers for medical school.</i> • <i>1 student holding a conditional offer for veterinary science</i> • <i>1 student has offers for Architecture from Bath (A*AA) and Cardiff</i> • <i>13 students have accepted unconditional offers</i> • <i>2 students had their places at Oxford confirmed (1 to read Classics and 1 to read Classical Archaeology and Ancient History). 2 students unfortunately did not, but this was predicted.</i> • <i>4 students had their places confirmed at medical school (Leeds, UEA, King's and Cardiff) and 1 student accepted a place to read medicine at Masaryk university. This is the largest number of students the school has ever sent to read medicine in a single year.</i> • <i>1 student had their place confirmed to read veterinary science at Surrey</i> • <i>1 student went to read Architecture at Bath</i> • <i>70 Y12 students are regularly attending Aspire sessions which are now taking</i> 	<p>CAS/ JSa</p>
--	--	--	---------------------

		<p>place during students' mastery learning sessions.</p> <ul style="list-style-type: none"> • 20 Y12 students attended a special trip to the John Lyon University Fare in November to encourage students to start thinking early about which Russell Group universities they might apply to and for which subject. A number of students attended the Oxbridge talk. • 8 Y12 students have applied to UNIQ and 2 students are on the St Johns Inspire programme • An Oxford and Cambridge Admissions Talk with speakers from both these universities has been arranged for students and parents of Y12 Aspire students on 25th February • An Aspire Student Challenge passport is being developed to support students with the super-curricular and other tasks they need to undertake to help them with their applications to Oxbridge and Russell Group universities. 	
<p>4. To maintain excellent student attendance (averaging 96%)</p>	<ul style="list-style-type: none"> • Student attendance will be reviewed on a weekly basis and immediate remedial action will be taken to address any decline in attendance or commitment to learning. A staged system of interventions supports students who need more attention as well as consequences for students who do not meet our high expectations. A system of reporting to tutors, study mentors, the Head of Year and Head of 6th Form means pastoral as well as academic barriers to learning are addressed. 	<p><i>March 2018</i></p> <ul style="list-style-type: none"> • <i>Y12 boys' attendance 96.3%</i> • <i>Y12 girls' attendance 96.6%</i> • <i>Y13 boys' attendance 96.9%</i> • <i>Y13 girls' attendance 95.8%</i> <p><i>Overall average attendance 96.4%</i></p> <p><i>June 2018</i></p> <ul style="list-style-type: none"> • <i>Y12 boys' attendance 95.3%</i> • <i>Y12 girls' attendance 95.7%</i> • <i>Y13 boys' attendance 92.6%</i> • <i>Y13 girls' attendance 91.3%</i> <p><i>Overall average attendance 93.7%</i></p> <p><i>Attendance was excellent for most of the year until April/May time when a significant number</i></p>	<p>CAS/ JSa</p>

		<p><i>of Y13 students began to have AS resits in modular subjects such as maths. Some students took a decision to revise at home rather than attend revision lessons. This will be less of an issue in future years as all A-levels will be linear in Y13 from next year. Students who did attend lessons received extra attention which would have benefitted them.</i></p> <p><i>Y13 girls' attendance was affected by the persistent absence of some girls with health issues or difficult family circumstances. These girls received considerable pastoral support and it was an achievement for us to keep them motivated to sit their exams.</i></p> <p>February 2019</p> <ul style="list-style-type: none"> • Y12 boys' attendance 95.9% • Y12 girls' attendance 94.7% • Y13 boys' attendance 93.8% • Y13 girls' attendance 93.7% <p>Overall average attendance 94.5%</p> <ul style="list-style-type: none"> • Attendance overall is good but slightly below target. Y12 is down on last year due to a larger than usual number of persistent poor attenders who were also poor attenders in Y11. These students have mental health issues or difficulties in their home lives and are being supported by the pastoral team. • Y13 is down on last year due to a small number of students who were good attenders last year developing health problems or difficulties with home life this year. Regular home/school communication is taking place in an effort to support these students and improve their attendance. Some Y13 students stopped attending mastery learning which could have been picked up and dealt with more swiftly. Study mentors and 6th Form Administrator to phone home promptly on days students fail 	
--	--	---	--

		to attend mastery learning. Monitoring attendance to be more of a focus for tutors.	
--	--	---	--

Section 5: Leadership & Management	How will we achieve it?	Summary of Progress by Spring Term 2019 <i>(Please give quantitative evidence where possible)</i>	Lead person
<p>Intent:</p> <ul style="list-style-type: none"> To value high quality leadership, to grow leaders and succession plan for stability and further improvement. To actively engage with the broadening and deepening of the Harrow Collaborative Improvement Framework (HCIF) thereby contributing to the delivery of system wide educational improvement. <p>Objectives:</p> <ul style="list-style-type: none"> We will promote and develop strong and collaborative leadership and management. We will carry out systematic monitoring, review and evaluation of all areas of school life. We will work closely with a supportive Governing Body which challenges us as a critical friend. 			
<p>1. Articulate and communicate the school's strategic intent 2017-20</p> <p>2. Communicate the school mission, aims, values and objectives document to the school community</p> <p>3. Continue to recruit and grow leaders with a view to succession planning/management and to ensure a greater understanding of the demands of leadership in a school context.</p>	<ul style="list-style-type: none"> Appropriate opportunities will be taken to ensure all members of the school community are clear about the school's strategic intent, mission, aims, values and objectives. Sustain and develop in house portfolio of CPD programmes and deepen and broaden our CPD work with Harrow Collegiate Teaching Schools Alliance. Encourage participation by colleagues as appropriate. Rigorous and challenging line management of Middle Leadership by members of SLT to ensure consistency and accountability and high standards. Senior leaders model highly professional and effective behaviour to Middle leaders. Rigorous and challenging interview process for leadership posts to ensure high quality recruitment Embed the Triad process, review and adapt as required 	<ul style="list-style-type: none"> On-going from 09/17 New, much improved website from June 2018 On-going from 09/17 Excellent Headteacher recruitment process in November 2018 resulting in the appointment of the Deputy Headteacher Student Support to the Headteacher post from September 2019. Handover process is in hand and was reported to Governors' Staffing Committee in February 2019 As above 	<p>CL, SLT, HOFs /YCOs</p> <p>JKW/ SLT</p> <p>SLT</p> <p>CL/ SLT/ GB</p>

<p>4. Develop the Performance Management process through a system of Triads to ensure consistent and rigorous self-evaluation and peer to peer professional dialogue leading to improved standards of practice.</p> <p>5. To recruit and retain high quality staff</p>	<ul style="list-style-type: none"> • Further develop line management systems to ensure consistent accountability within all faculties. • To continue to develop strategies to support the well-being of staff • To continue to provide opportunities for high quality Professional Development • To investigate new and emerging recruitment vehicles to maximise the size and quality of fields. TES Gold subscription adopted. 	<ul style="list-style-type: none"> • On-going from 09/17 • Line Management is standing item on SLT meetings to ensure increased consistency • On-going from 09/17 • Very successful recruitment round Spring/Summer 2018.25 very good teaching colleagues and 3 ESS joining us for the new school year including 11 NQTs. • Successful early recruitment in January/February 2019 with excellent candidates in difficult to recruit to subjects of Science/Maths and Computing appointed. 	<p>CL</p>
--	---	---	-----------

Section 6: CPD	How will we achieve it?	Summary of Progress by Spring Term 2019 (Please give quantitative evidence where possible)	Lead person
<p>Intent:</p> <ul style="list-style-type: none"> To develop our in-house portfolio of CPD in order to support further improvements. To support, challenge and so develop our colleagues to ensure that all teaching and learning is Good or Outstanding To actively engage with the broadening and deepening of the Harrow Collaborative Improvement Framework (HCIF) thereby contributing to the delivery of system wide educational improvement. <p>Objectives:</p> <ul style="list-style-type: none"> We will provide high quality professional development for staff. 			
<p>1. To further develop our in-house portfolio of CPD in order to support further improvements.</p> <p>2. To create a culture of research and development within the school community.</p>	<ul style="list-style-type: none"> By using evaluations of 2016-2017 in-house CPD programme to help develop future programmes. By establishing regular high quality training opportunities By developing teacher learning communities using pedagogy champions Through liaison with HCTSA (masters programme etc.) 	<ul style="list-style-type: none"> Training sessions on Metacognition as well as Memory and Mastery added to the 2017-2018 Extend and Enhance your Teaching and Learning (EETL) programme. Training sessions on Teacher Delivery as well as Cognitive Overload added to the 2018-2019 Extend and Enhance your Teaching and Learning (EETL) programme. Half termly twilight training on effective communication delivered by Speech and Language Therapist for 2017-2018. As a consequence of very positive feedback from participants a Wed. CPD session for all staff took place in summer term when KB started to liaise with lead practitioners in Science and Maths to help disseminate good practice in those two core faculties. Weekly Wednesday CPD slots for 2017-2018 extended by 10 minutes to enhance scope, depth and impact of regular training opportunities. Very positive evaluations of these received at end of Autumn term 2017. Very positive evaluation of these in summer term via HoFs. Weekly Wednesday CPD slots for 2018-2019 reduced by 10 minutes but increase in number of twilight training slots to 	<p>JKW</p> <p>JKW/ BW/KB</p> <p>JKW</p>

<p>3. To further develop TRIAD system so that rigour is maintained within a climate of mutual trust and support.</p>	<ul style="list-style-type: none"> • By encouraging staff to read relevant blogs/articles/twitter accounts and attend ResearchEd events. • By developing teachers' learning observation skills so they can have positive but 'critical friend' coaching conversations following observations. • By providing exemplars for writing up of LOs and PAD documentation. • By ensuring that enough time and space is made available for members of TRIADs to meet and discuss. • By developing a clear understanding across the teaching staff of what excellent teaching and learning looks like at Nower Hill. 	<p>accommodate wellbeing concerns from some teachers.</p> <ul style="list-style-type: none"> • 6 Pedagogy champions appointed for 2017-2018 who are disseminating ongoing work at faculty, department and year 2 teacher meetings during spring term 2017/2018. In summer term 2018 Pedagogy Champions presented the outcomes and impact of their research at Wed. am CPD Briefings to all staff and to Governors at the June meeting. • Pedagogy champions attending half termly HCTSA twilight training in research support 2017-2018. • 9 Pedagogy champions appointed for 2018-2019 who are disseminating ongoing work at various meetings during spring term 2018/2019. • 2017-2018 - no NHHS staff completing a HCTSA masters but one teacher is independently with UCL. • Pertinent articles conveyed to relevant staff by JKW - ongoing. • Staff delivering CPD are both evidence informed and evidence engaged. • Classics, Physics, PE and Maths each have a NHHS twitter account. 	<p>JKW</p> <p>JKW</p> <p>JKW</p> <p>JKW</p> <p>NH/ JKW</p> <p>NH/ CLS</p>
--	--	---	---

		<ul style="list-style-type: none"> • All teachers with more than 2 years' experience received whole school TRIAD training during October 2017 INSET day. Year 2 teachers had bespoke training. Follow-up coaching available during January 2018 INSET day carousel. • All teachers with more than 2 years' experience received whole school TRIAD training during October 2018 INSET day. Year 2 teachers had bespoke training. Teachers absent from training day or new to the school given catch up training. • Available in PAD section of staffroom on Fronter from January 2018. • Following consultation with HoFs in summer 2017, 2017-2018 timeline published on Fronter from October 2017 using Wed. CPD briefing time and INSET days. Cover available to those who request it. • Updated policy document finalised following consultation during autumn term 2017 with HoFs and SLT and disseminated during Teaching and Learning INSET day carousels January 2018. • Flowchart produced and disseminated in Dec. 2018 to clarify role of student support within PAD process. 	<p>NH/LV/CLS /JKW</p> <p>JKW</p> <p>JKW</p> <p>NH/CAS CLS/JKW</p>
--	--	---	---

Section 7: Resources & Facilities	How will we achieve it?	Summary of Progress by Spring Term 2019 (Please give quantitative evidence where possible)	Lead person
<p>Intent:</p> <ul style="list-style-type: none"> To develop our in-house portfolio of CPD in order to support further improvements. To ensure long term financial sustainability. <p>Objectives:</p> <ul style="list-style-type: none"> We will provide a high quality learning environment with excellent facilities. We will manage the school's finances responsibly to ensure future sustainability. 			
<p>1. To refine budget processes to ensure financial sustainability and appropriate prioritisation of curriculum budgets</p> <p>2. To target resources to provide effective support to disadvantaged pupils</p> <p>3. To ensure good financial stewardship ensuring audit recommendations are followed up, meeting all deadlines for submission of audited accounts, budget forecasts and other financial returns required by the regulator, ESFA</p> <p>4. To implement measures to improve value for money to ensure that the school achieves maximum efficiency, economy and effectiveness from the expected lower levels of funding per pupil</p> <p>5. To maintain and improve the quality of school accommodation targeting limited funds to the</p>	<ul style="list-style-type: none"> To prepare and implement a budget and rolling three-year financial plan with appropriate prioritisation of budgets for teaching and learning approved by governors To prepare a fully costed funding plan for the use of disadvantaged students bringing together costs and evidence of positive outcomes Finance Committee to monitor, including regular follow-up of audit recommendations Robust financial systems and procedures and regular financial monitoring throughout the year to minimise any difficulties in closing accounts and allow the school to make timely and accurate financial returns A comprehensive value for money strategy will be developed and implemented with particular focus on improved procurement through use of consortia purchasing frameworks and maximising income through hire of facilities and bids for grant funding An asset management plan will demonstrate how the school meets its statutory responsibilities, provide a schedule of 	<ul style="list-style-type: none"> Budget and Three Year Financial Plan approved by Finance Committee June 2018 Balanced budget and three-year plan approved for 2018-19 including additional funding for capitation, staff development and ICT resources Regular Governor monitoring throughout the year Pupil Premium Plan costed and integrated with outcomes Final accounts submitted to ESFA on time with clean audit Assurance reports received with no significant weaknesses and reported to governors Audited accounts submitted with clean audit opinion and favourable financial outturn, no significant weaknesses highlighted in regularity or assurance work throughout the year VFM Strategy prepared Use of frameworks to deliver savings including tendering of photocopiers Work commenced on collaborative tenders for catering and cleaning services 	<p>IN</p> <p>IN / BW</p> <p>IN</p> <p>IN</p> <p>IN</p>

<p>highest priorities and managing site improvements efficiently as possible</p>	<p>regular maintenance and identify the highest improvement priorities to be met from annual premises budgets and successful funding bids.</p> <ul style="list-style-type: none"> • Environment and Premises Committee will monitor the plan and ensure that building improvement projects are well managed within agreed timescales and budgets 	<ul style="list-style-type: none"> • Successful tender exercises for cleaning and catering carried out by Harrow Consortium and savings secured from other procurement initiatives. • Current premises plan regularly reported to Governors • Two major CIF bids secured resulting in additional £650k spent on roof and toilet replacement • Roof and WC refurbishment projects completed within budget • Property Development Plan draft completed June 2018 • Property Development Plan approved Summer 2018 and plans for the first phase of development in preparation for Summer 2019 construction 	
--	---	--	--

<p>2. Student leadership opportunities.</p> <p>To work towards developing the Nower Hill student passport. This would log and celebrate the 21 challenge.</p>	<ul style="list-style-type: none"> • Students to design the passport and the time table for the various 21 challenges throughout the school experience. To be included in the various tracking. 	<ul style="list-style-type: none"> • No progress made to date. • Year 7 enrichment pass introduced. This has been well received by Y7. It will be rolled out into subsequent years, each year having year specific goals. • We have a PP girl as Head Prefect in Y11 this year and a lot of PP students in key prefect roles. Pupil Premium champion appointed, which was solely allocated to one of the year 11 PP students. 6th former PP students to mentor Y11 PP students during the Y11 into Y12 transition. 	
--	--	--	--

<p>3. School House System.</p> <p>Work to further embed the school House system into the culture and ethos of the school. Seek to engage students who would otherwise not play a part in the House system</p> <p>4. Extra-curricular programme.</p> <p>To further promote the excellent extra-curricular programme. To focus on involving PP students who otherwise do not engage with school activities.</p> <p>5. Across school charity focus.</p> <p>Challenge the school community to increase the fund raising total by 10% during the next school year.</p>	<ul style="list-style-type: none"> • Work with the YCos to encourage target students to get involved. Offering them roles of responsibility and an opportunity to lead. • • • To encourage HoYs to focus on and encourage PP students to take part in one extra-curricular activity per week. Look to contact parents of PP students and hard to reach families on a half termly basis • Ask each House to adopt a charity and make the fund raising a House project. The House charity will be a focus of the House assemblies. 	<ul style="list-style-type: none"> • Introduced the vertically mixed House meetings these are being led by 6th formers. Aim to encourage cross year social interaction. This is being well received by some. • The vertically mixed meetings have been put on hold. The AM registration could not be managed as the registers could not be back filled • Updated by JM and promoted by YCos at weekly assemblies. • No progress made with PP students. • This October the Harvest collection was a House competition. This resulted in a considerably larger amount of food items collected. The charity shield was won by Gandhi House. Each year has adopted a charity having an additional House charity may not be viable. School Charity 2017/18 collected £6,014. • Excellent responses to the last mufti collections as these are supported and promoted by FTs and YCos. 	<p>GN</p> <p>GN</p> <p>GN</p>
--	---	--	-------------------------------

<p>6. Nower Hill News.</p> <p>To ensure that all PP students and hard to reach families see and read the ½ termly Nower Hill news.</p>	<ul style="list-style-type: none"> • Work with the YCos and PP coordinator to ensure that the students are informed and aware of the NH news. Encourage target students to contribute to the NH news. Survey EAL student/ families to see if they are accessing the NH news. 	<ul style="list-style-type: none"> • No progress made with this. There is no opportunity for students to have an input into the NH news. This needs to be addressed. We need a student's voice section. Then we can invite PP students to contribute. We have no idea whether or not the PP students see the NH News. Form tutors must show to class in registration time otherwise • No progress made. It was suggested that we produce a paper NH news and post this to all PP families. 	<p>GN</p>
---	---	--	-----------

LEAD PERSON:

CL	Chris Livesey
NH	Neil Hardy
LV	Louise Voden
CLS	Cathie Serrao
GN	George Nagle
CAS	Chris Stratton
BW	Bruce Wooding
JKW	Julie Wilkinson
SEM	Sarah MacLeod
FW	Fiona Ward
NH	Neil Hardy
JA	Jessica Abbotts
KS	Kate Simmonds
MKe	Mark Kennedy
JM	Jon Mason
BF	Ben Ford

GLOSSARY:

AFL	Assessment for Learning	MLE	Managed Learning Environment
AHT	Assistant Headteacher	MTG	Minimum Target Grades
AIM	Attendance Intervention Model	NEETs	Not in Education, Employment or Training
ASD	Autistic Spectrum Disorder	NHHS	Nower Hill High School
AST	Advanced Skills Teacher	NPQH	National Professional Qualification for Headship
CAF	Common Assessment Framework	NQT	Newly Qualified Teacher
CATs	Cognitive Abilities Tests	NTG	Narrowing the Gap
CEG (Award)	Careers Education and Guidance	PEP	Personal Education Plan
CEOP	Child Exploitation & Online Protection	PGCE	Postgraduate Certificate in Education
CIF	Collaboration Improvement Framework	PLTS	Personal Learning & Thinking Skills
CIAG	Careers, Information, Advice and Guidance	PM	Performance Management
CORERO	Financial Management System	PP	Pupil Premium
CP (Files)	Child Protection	PSHE	Personal, Social and Health Education
CPD	Continuous Professional Development	PSP	Pastoral Support Plan
CS	Cover Supervisors	SACRE	Standing Advisory Council for Religious Education
CSP	Curriculum Support Plan	SATs	Standard Assessment Tests
CVA	Contextual Value Added	SCR	Summary Care Record
EAL	English as an Additional Language	SEF	Self Evaluation Framework
ECM	Every Child Matters	SEID	Self Evaluation & Improvement Document
EE	Enterprise Education	SEN	Special Educational Needs
EMA	Ethnic Minority Achievement	SENCO	Special Educational Needs Co-ordinator
EPQ	Extended Project Qualification	SEND	Special Educational Needs & Disabled
ESOL	English for Speakers of Other Languages	SIMS	School Information Management Systems (Capita)
ESS	Educational Support Staff	SIP	Self Improvement Plan
EWO	Education Welfare Officer	SLA	Service Level Agreement
FSM	Free School Meals	SMSC	Spiritual, Moral, Social and Cultural
FFT	Family Fischer Trust	SLT	Senior Leadership Team
G&T	Gifted & Talented	SPAG	Spelling, Punctuation & Grammar
GB	Governing Body	SSLT	Student Support Leadership Team
HoD	Head of Department	TA	Teaching Assistant
HoF	Head of Faculty	TEID	Team Evaluation & Improvement Document
IAG	Information, Advice & Guidance	T&L	Teaching & Learning
ICT	Information Communications Technology	UCAS	Universities and Colleges Admissions Service
INSET	In Service Training	VA	Value Added
IoE	Institute of Education	VCIS	Vulnerable Child Information Shares
IOSH	Institute of Occupational Safety & Health	WEX	Work Experience
KS2	Key Stage 2 (Years 3, 4, 5 and 6)	YCo	Year Co-ordinator
KS3	Key Stage 3 (Years 7 and 8)		
KS4	Key Stage 4 (Years 9, 10 and 11)		
KS5	Key Stage 5 (Years 12 and 13)		
LA	Local Authority		
LGBT	Lesbian, Gay, Bisexual and Transgender		
LSCB	Local Safeguarding Children Board		
LOC	Ladder of Consequences		