



North London
Grammar School

SCHOOL IMPROVEMENT PLAN 2016-2019



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Next Review Date:
31/08/19

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SCHOOL IMPROVING PLANNING

School Improvement Planning is determined by a number of factors:

- Robust and effective School Self Evaluation
- Internal stakeholders views i.e. staff, parents/carers, governors and pupils
- External stakeholders views i.e. Local Authority (LA), University Partners, Ofsted, Exam Boards
- The changing needs/fluctuations of the independent school setting



In order to constantly set a culture of high standards and pupil outcomes, the school must reflect and evaluate. Through a process of evidence-based Self Evaluation, North London Grammar Schools views itself as an outstanding school. This is in line with both internal and external monitoring and results.

The previous cycle of OFSTED report focussed on the 5 core areas of Teaching and Learning: 'Share Best Practice', 'Teaching and Learning: Assessment for Learning and Marking according to the Marking Policy', 'Provide Students Opportunity to Practice Skills Taught and Work in Pairs/Groups' and 'Set tasks to match the needs of all students', 'Develop a staff performance management system to raise the quality of teaching to outstanding'. The same Key Priority Areas are carried into the next phase of SIP:

- Share Best Practice
- Teaching and Learning: Assessment for Learning and Marking according to the Marking Policy
- Provide Students Opportunity to Practice Skills Taught and Work in Pairs/Groups
- Set tasks to match the needs of all students
- Develop a staff performance management system to raise the quality of teaching to outstanding

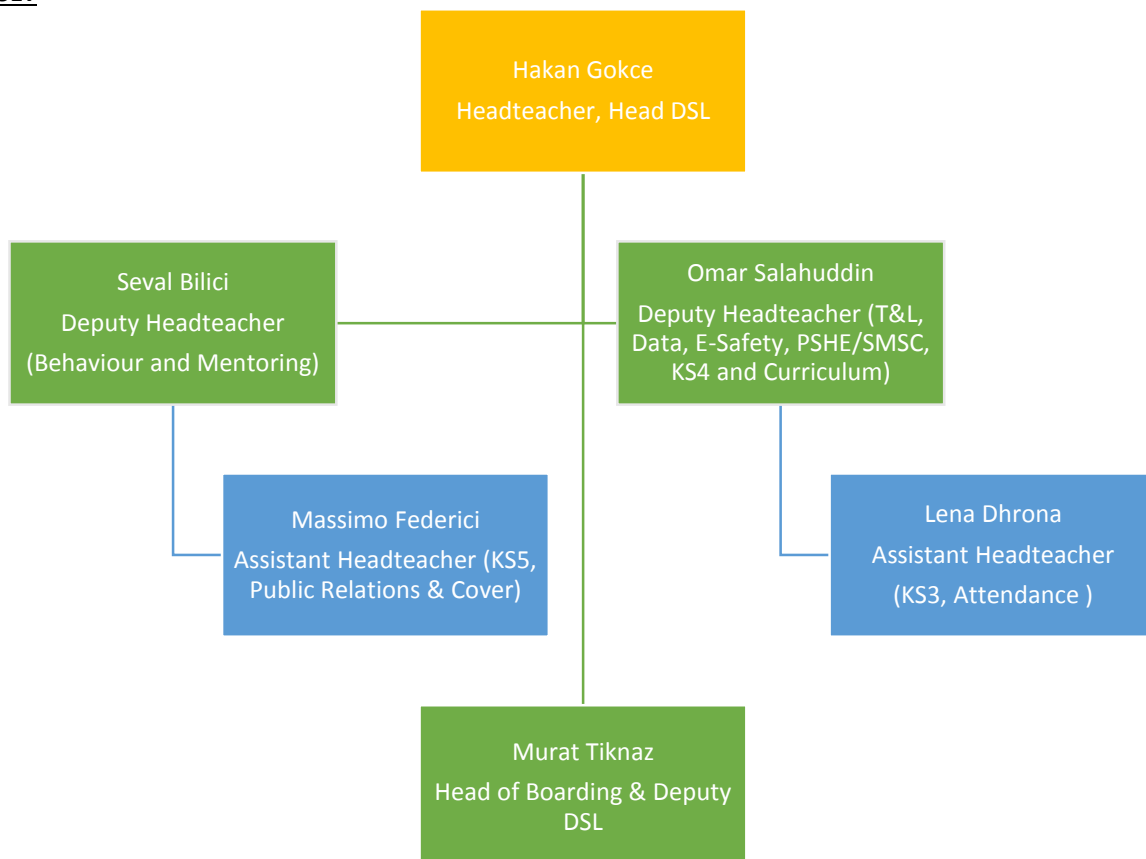
ROLES AND RESPONSIBILITIES

Following the recent expansion of the senior leadership team, new structures have been implemented where Assistant Head and Deputy Head Teachers with leadership responsibilities lead and monitor the progress within their faculties and key stages. They also lead on joint projects in Teaching and Learning and Behaviour. Many of our teacher manage their subject areas with leadership support and guidance.

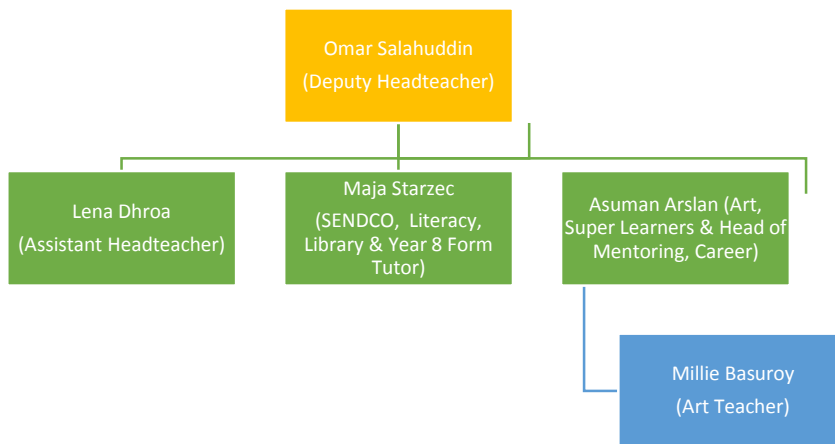
Our subject teachers work towards developing Teaching and Learning where their role is to develop medium and long term targets in relation to their development area and to monitor progress. The committees of the Governing Body also monitor the School Improvement Plan and the Head teacher reports on the SIP through the Heads report to the Governing Body.

Leadership responsibilities have been distributed across the senior leadership team as well middle leaders and teachers. We also have dedicated Student Leadership Team.

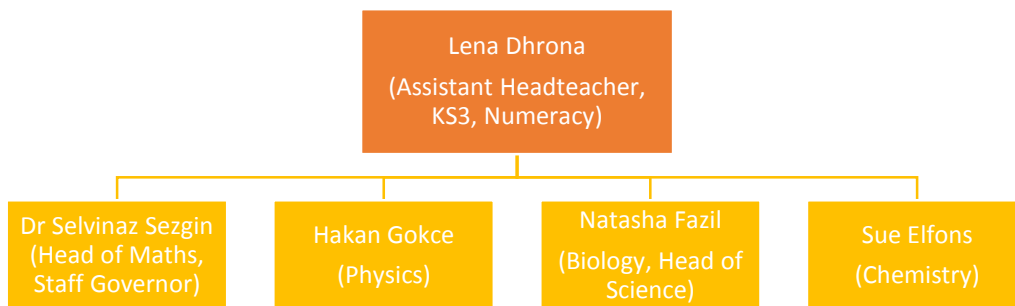
SLT



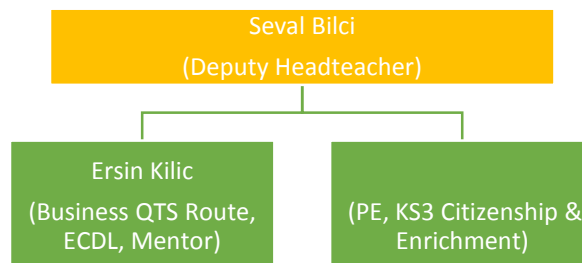
Leadership & Management – Deputy Head



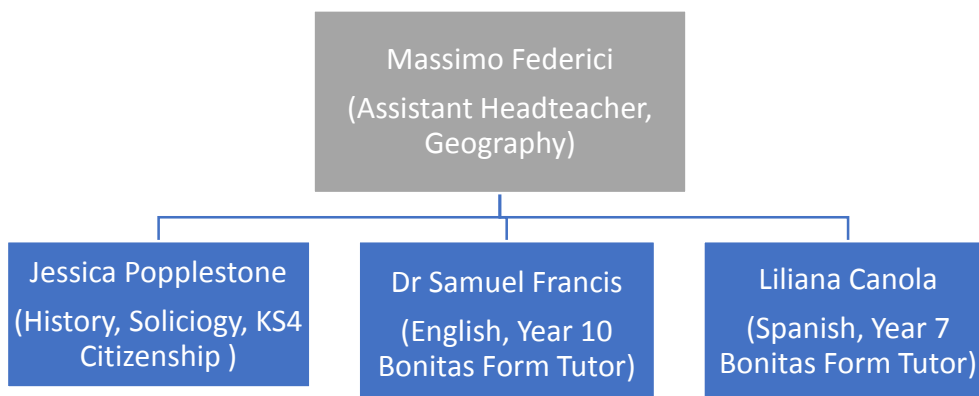
Leadership & Management – KS3 Leader



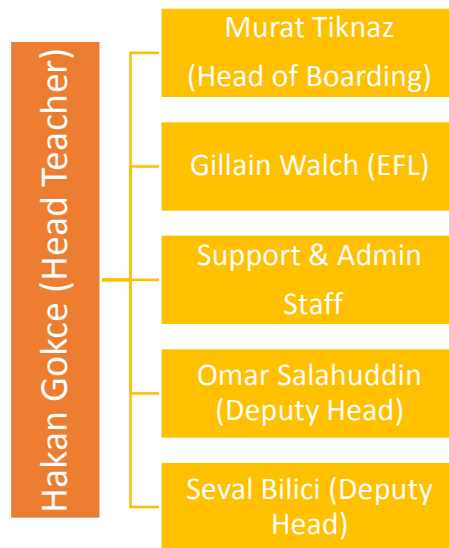
Leadership & Management: Deputy Head



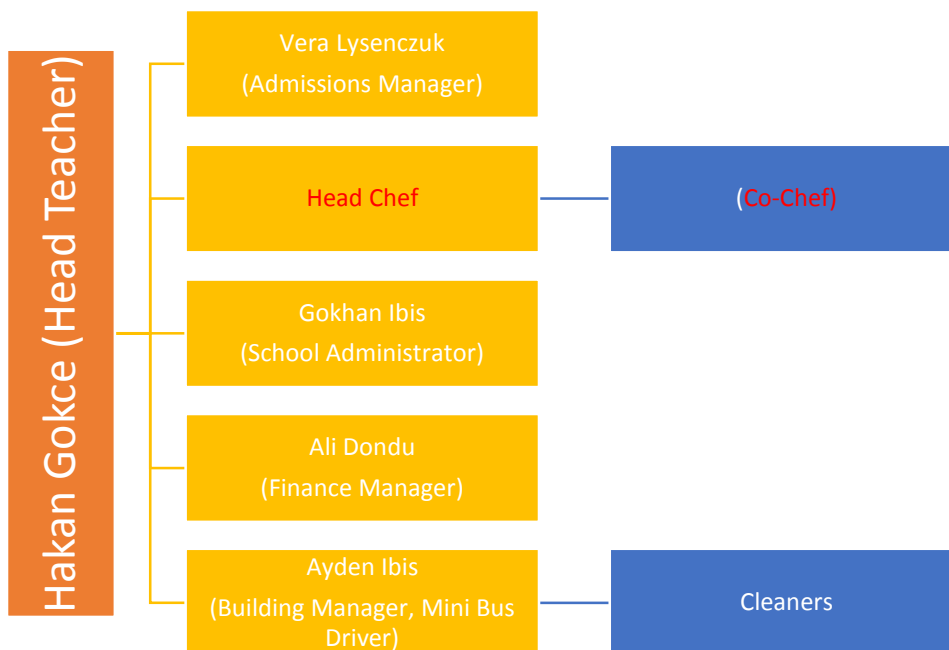
Leadership & Management – KS5 Leader



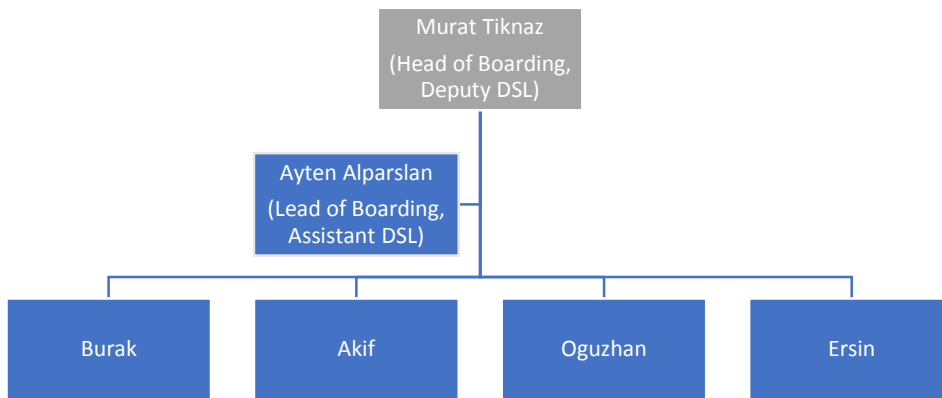
Leadership & Management – Head Teacher



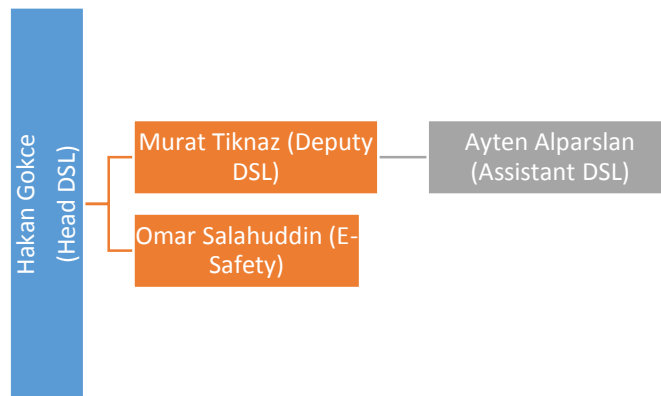
Leadership & Management (Support Team) – Head Teacher



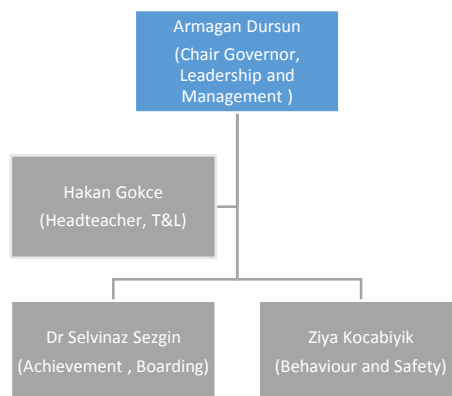
Leadership & Management – Boarding



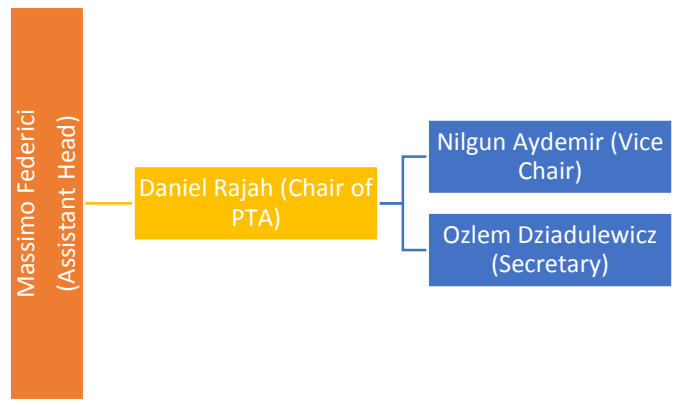
Leadership & Management – Safeguarding



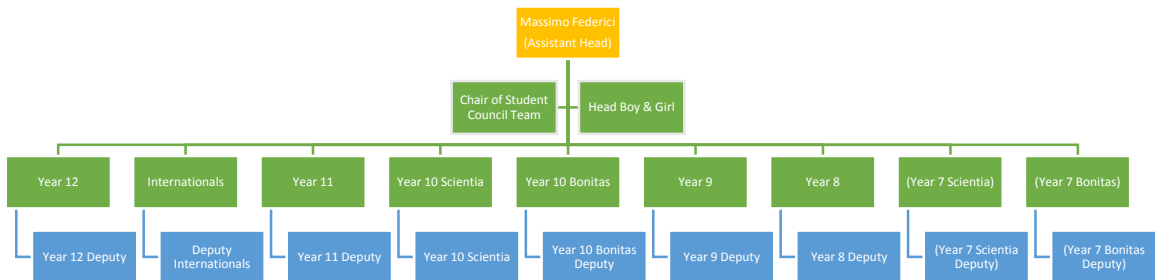
Leadership & Management – Governors



Leadership & Management – PTA



Student Leadership Team – Student Council & Head Boy/Girl



SCHOOL IMPROVEMENT PRIORITIES 2016-2018

- Share Best Practice
- Teaching and Learning: Assessment for Learning and Marking according to the Marking Policy
- Provide Students Opportunity to Practice Skills Taught and Work in Pairs/Groups
- Set tasks to match the needs of all students
- Develop a staff performance management system to raise the quality of teaching to outstanding

1. QUALITY OF TEACHING 2016-2019

Rag Rating: 1 - Green, 2 – Amber & 3 – Red

Target	Actions	Time Frame	Lead Person	Cost/ Resources	Success Criteria	Milestones	RAG Rating	Systems for Evaluation	Termly Summary of Data
Increase the proportion of good or better teaching across the school to 95% and the percentage of outstanding teaching to 35%	Bespoke programme of development for teachers currently identified as 'requires improvement' in either classroom practice or exam outcomes.	October 2016 - Ongoing	OS, SB MF, LD	Subject CPD needs for staff	Teachers are supported with individualised CPDs, targets and mentoring to develop the skills and techniques to enhance their teaching methods and their understanding of standards.	Set agreed targets with clear success criteria, time frame, resources, support and CPDs. Monitor set agreed targets with mini check points and review the progress and further refine the support if needed to tackle areas of improvement. Set peer buddy system for teachers to observe and micro teach topics. Visit other schools to experience practices in classrooms in more than one setting to enhance personal professional development.		Lesson observations records T&L Monitoring Cycles Book Scrutiny and Teacher feedback Learning walkthroughs Line management meetings CPD attendance records	Single strand and overall lesson outcome. CPD and meeting records Student progress data
	CPD focus 'Moving learning towards Outstanding'.	November 2016 - Ongoing	OS, SB, MF & LD		Clear understanding of what makes	Teacher buddy programme setup by		Feedback from teachers about CPDs	The percentage of outstanding

Target	Actions	Time Frame	Lead Person	Cost/ Resources	Success Criteria	Milestones	RAG Rating	Systems for Evaluation	Termly Summary of Data
					<p>an outstanding lessons.</p> <p>The percentage of outstanding teaching to 35%</p>	<p>October half term 2016.</p> <p>Develop INSET and CPD programme/schedule to support and share best practices across the school.</p> <p>Governors and Leadership are develop a T&L committee to enhance and inspire Outstanding leadership.</p> <p>Teachers to observe and practice grading lessons and provide feedback to recorded lessons (live or found on the Internet or through teachers CPD banks)</p>		<p>INSET attendance records</p> <p>Lesson observation records</p> <p>T&L Monitoring documents.</p>	teaching from term to term.
	Regular lesson observations followed up with	October 2016 and ongoing.	HG, OS, MF & LD	N/A	Increase the proportion of good or better	Calendar T&L observations cycles, as well as T & L		School calendar	Percentage of lesson graded good and outstanding

Target	Actions	Time Frame	Lead Person	Cost/ Resources	Success Criteria	Milestones	RAG Rating	Systems for Evaluation	Termly Summary of Data
	rigorous line management				teaching across the school to 95% and the percentage of outstanding teaching to 35%	Monitoring cycles with lesson walkthroughs, book scrutiny, student and parent feedback and review of enrichment provision and department extended programme. Setup fortnightly meetings with staff with clear objectives and agenda and reference and feedback to student responses, lesson records and practices observed.		Line management minutes	increasing over one academic year.
	Improved data collection following lesson observations to hone in on areas for development.	October 2016 and ongoing	HG, OS, MF & LD	N/A	T&L lesson data analysis records reflect an increase of good and outstanding lessons.	Record lesson			

2. ACHIEVEMENT 2016-2019

Rag Rating: 1 - Green, 2 – Amber & 3 - Red

Target	Actions	Time Frame	Lead Person	Cost/ Resources	Success Criteria	Milestones	RAG Rating	Systems for Evaluation	Termly Summary of Data
To continue to 'raise the bar and narrow the gap'. To sustain and improve the performance of 'good' and 'outstanding' subjects and to improve the performance of 'amber' and 'red' subjects particularly in relation to academic standards in the Examination Stage and the 6 th Form (see GCSE Exams Analysis - 2016')	A. Further support improvement in academic standards in the foundation and other non-core subjects by developing and introducing more KS4 subjects in KS3 curriculum affording a more focussed preparation for the Examination Stage.	Ongoing – September 2016	LD, OS & MF	Staff Costs for New Subjects	Curriculum flow from KS3-to 4. Steady growth in KS5 subjects as a number of students increases.	Clear subject units and topics. Identify and Support CPDs for staff development Integrate subject guidance in Line Management (LM) meetings		Long Term Planning and Mid Term Planning LM Minutes Lesson Observations, Learning and Monitoring Cycles and Book Scrutiny	Action Plans Data Analysis
	B. Further develop and strengthen the effective use of New Technologies for the improvement of Teaching and Learning through the use of the school's Virtual Learning Environment.	Ongoing – September 2016	OS	Domain and Web Space	Homework uploaded on the VLE	Subjects setup on the VLE Teachers and students assigned Homework uploaded and subject specific pages		Homework tasks are accessible by parents Homework analysis report: Reduced number of lack/missed homework from term to term	Homework Analysis VLE Updates on Subject Specific Pages

Target	Actions	Time Frame	Lead Person	Cost/ Resources	Success Criteria	Milestones	RAG Rating	Systems for Evaluation	Termly Summary of Data
	C. Sustain and develop an outstanding curriculum by providing opportunity to access wider enrichment activities, developing Citizenship and PSHE and introducing RE in KS3	Ongoing - September 2016	OS	Dependent on External Provisions	Students achieve accreditation or certification in external sport provisions or through national or international competitions. Better awareness of key areas of PSHE, SMSC, Protected Characteristics and British Values.	Prepare students to accreditation or certification through trials, sport and house competitions. Develop whole school displays, assemblies, form activities, lessons surround SMSC.		Long Term Planning and Mid Term Planning LM Minutes Lesson Observations, Learning and Monitoring Cycles and Book Scrutiny	Action Plans Data Analysis
	D. Further improve the quality of teaching (see section 1)	Ongoing – Autumn 2 2016	HG	CPD, Advisory	There are no requires for improvement/grade 3 lesson observation records. Number of good and outstanding lesson or features improve for one academic year per staff.	Develop CPDs around pedagogy particularly surround Assessment for Learning and Marking according to the Marking Policy. (Ofsted 2013) Develop a Peer observation schedule and share best practice in staff meetings - Share Best Practice (Ofsted 2013)		Peer Observation Schedule Blue Sky – Observation Records - Develop a staff performance management system to raise the quality of teaching to outstanding (Ofsted 2013)	Feedback from staff with Sharing Best Practice Number or Percentage of Outstanding and Good Lessons per Observation Cycle

Target	Actions	Time Frame	Lead Person	Cost/ Resources	Success Criteria	Milestones	RAG Rating	Systems for Evaluation	Termly Summary of Data
	E. Further improve the quality of leadership and management and in particular the quality of subject leadership (see section 4)	Ongoing – September 2016	OS & MF	Subject and Exam Board CPD	Year group data and GCSE Results are above the national average or 2 LOP.	<p>Update data analysis system to ensure progress is tracked.</p> <p>Subject teachers and Heads of Departments to devise action plans per term and where needed evaluate the performance of the targeted students</p> <p>Devise CPDs to meet the intended groups and teacher’s needs.</p> <p>Ensure teachers attend external CPDs associated with specific changes in curriculum.</p> <p>Develop the teacher peer teaching/observer programme to ensure best practices are shared across staff.</p>		<p>Line management minutes</p> <p>Data analysis systems</p> <p>CPD records on Blue Sky Education – Staff Performance System</p> <p>Teacher buddy schedule and feedback records</p>	<p>Progress Data and Publication Exam Records</p> <p>CPD Summaries</p> <p>Feedback shared about best practices</p>
	F. Sustain and develop target setting, tracking and reporting systems, and the associated	October 2016 - Ongoing	OS	School Information	Data analysis is updated regularly with new students	Records include KS2 and where needed		Data Analysis Records	Data analysis records with

Target	Actions	Time Frame	Lead Person	Cost/ Resources	Success Criteria	Milestones	RAG Rating	Systems for Evaluation	Termly Summary of Data
	management of that data, to further support the identification of excellence and areas for improvement at a whole school, subject and individual student level with particular attention to the 6 th Form.			System Licence Fee	including Year 7 and Post 16 students.	<p>APS GCSE for ALPS targets.</p> <p>Termly targets.</p> <p>Progress can be identified at minimum of 2 LOP across KS3 and KS4.</p> <p>Data is shared and available with staff.</p> <p>Action plans per subject reflects interventions required to stretch students potential</p>		<p>Shared target grades with parents and then students by end of October of the academic year.</p> <p>Interventions support provision in class and learning to enhance pupil progression in the subjects required</p>	<p>Narrow the gap analysis per term.</p> <p>Targets records and information attendance records and presentations.</p>
	G. Sustain and develop whole school systems of accountability and monitoring of performance in relation to academic standards and progress through the Annual Review and Evaluation of Academic Standards and ongoing analysis of interim performance indicators (Data Analysis for each Term) and the fostering and monitoring of subsequent student and subject based intervention strategies (see departmental action plan).	September, January and June checkpoints and ongoing.	MF, OS, GC, LD	N/A	<p>Student accountability system shows progress in accordance to their target grades (based on KS2-4 Measure or APS for ALPS targets).</p> <p>Action plans identifies students with below, expected and above expected, aspirational and above aspirational targets with clear strategies, timeframe, resources, success</p>	<p>Conduct T&L Monitoring Cycles to ensure teaching standards, student books and responses reflect their targets and also their intended learning.</p> <p>Setup staff data analysis checkpoint to support staff with identifying appropriate interventions needed.</p>		<p>Data analysis systems with termly targets, end of year targets and where appropriate the new GCSE grading point as well as ALPS targets.</p> <p>T&L Monitoring Cycle - Teaching Planning, Book Scrutiny,</p>	<p>Percentage of students making expected and aspirational targets.</p>

Target	Actions	Time Frame	Lead Person	Cost/ Resources	Success Criteria	Milestones	RAG Rating	Systems for Evaluation	Termly Summary of Data
					<p>criteria and also comments that reflect the outcome on interventions on interval basis.</p>	<p>Monitor action plans through line management meetings.</p> <p>Liaise with staff to initiate further interventions outside their classrooms such as afterschool workshop/revision, Saturday school, Booster weekends, Easter revision week, mock exams.</p>		<p>Enrichment, Parental Review, Lesson observation records.</p>	

3. BEHAVIOUR (FOR LEARNING) AND SAFETY 2016-2019

Rag Rating: 1 - Green, 2 – Amber & 3 - Red

Target	Actions	Time Frame	Lead Person	Cost/ Resources	Success Criteria	Milestones	RAG Rating	Systems for Evaluation	Termly Summary of Data	
<p>Student Safety and Support</p> <p>Behaviour across the school is at least good with evidence of outstanding behaviour for learning in at least 90% of lessons</p> <p>‘Outstanding’ Ofsted recognition for Care, Guidance and Support retained with Behaviour and Safety judged ‘Outstanding’ at next inspection</p>	Undertake a regular audit of data linked to student safety including student and parent view and target strategies based on outcomes	December 2016- Ongoing	SB, HOY	N/A	Feedback from students and parents overwhelming shows students feel safe	Conduct termly surveys targeted around behaviour at NLGS		Interrogation of data e.g. KSM/School Data/Examination outcomes	Key Stage Behaviour Analysis Report with Attendance and Behaviour	
					Incidents of bullying are rare and effectively dealt with	Conduct Analysis of Behaviour by categories and identify patterns.				Year Team and Mentoring meeting minutes
	Continue to review and assess the impact of re-structure of Support Faculty, planning and implementing new strategies as appropriate				The achievement of vulnerable students receiving support is at least in line with the national average	Record the number of internal and external exclusions and report how effective these measures were through student case studies/proforma				Feedback from Governors, parents via surveys, and Student Council and Prefect Team
Create a Mentoring Team and parent focus group to gain stakeholder voice to aid planning					Mentoring programme embedded and used effectively by a high proportion of staff and identified students	Assign mentors and offices Establish the programme with parents and students via assembly and a selected list of students		Personalised Performance indications e.g. improved attendance figure		

Target	Actions	Time Frame	Lead Person	Cost/ Resources	Success Criteria	Milestones	RAG Rating	Systems for Evaluation	Termly Summary of Data
	Leading by Example programme is rolled out to more students and community prefects				Support for students is well targeted and effective and helps maximise student achievement	Conduct selection process Initiate prefect interviews Assign CPDs and responsibilities Students are aware of prefects and their roles Student voice is recognised school council		Mentoring Forms and Reports CPD outcomes Feedback from students Student council minutes	Report from prefects Percentage of outcome from student voice requests
Behaviour Behaviour across the school is at least good with evidence of outstanding behaviour for learning in at least 90% of lessons. 'Outstanding' recognition of Care, Guidance and Support & Behaviour and Safety judged at least at next inspection.	Implement a programme of Behaviour for Learning training for staff	Termly reminder via INSET	SB, HOY	External CPD costs where required	Behaviour in lessons meets the outcomes above	Initiate learning walk cycles with behaviour for learning as a key focus		Interrogation of KSM data	KS Behaviour Reports with Rewards and Concerns as well as Attendance
	Implement an enhanced duty strategy at lunchtimes and in the local area before and after school	September 2016-ongoing	MF	N/A	Evidence of a calm, purposeful environment at all times	Setup and update duty rota Revise rota if required		Blue Sky CPD records Lesson observation On-going behaviour reviews	
	Develop the role of community prefects	January 2017-ongoing	SB	N/A	Incidents of anti-social behaviour both in and outside of school are rare	Setup a plan of actions including CPDs, roles and responsibilities file		Governors voice On-going observation through duties	

Target	Actions	Time Frame	Lead Person	Cost/ Resources	Success Criteria	Milestones	RAG Rating	Systems for Evaluation	Termly Summary of Data
	Further embed and develop the use of KSM to record incidents of poor behaviour and follow up	September 2016-ongoing	SB, HOY	KSM Subscription	Consistent recording of behaviour and follow up across the school Decrease in number of students referred to Behaviour Panel and exclusions	Update KSM with new behaviour stages for rewards and concerns Update KSM with automated messaging service based on every reward and C2+ level onward Automate attendance letters and emails to parents with 95% 94-90% and below 90%			
	Review the Rewards policy and continue to develop and embed strategies to reward all students		SB, HOY	Rewards, Travel costs for home visits	Evidence that all students are frequently praised and rewarded	Remind and monitor staff reward and concern list List of Certificate and Prizes issued			
Attendance Attendance is a minimum of 95% with punctuality reduced by 2% per year.	Enhance the role of form tutors in the monitoring and improvement of attendance	September 2016-ongoing	SB, HOY	N/A	Attendance meet or exceed outcomes above Evidence of enhanced parental engagement of poor attenders Decrease in the number of referrals	Implement CPDs on the role of the mentor and form tutor Initiate weekly meetings based on Curriculum, Key Stage Meetings, Whole School, and CPD.		Attendance records Mentoring records Form tutor activities Certificate of Attendance	% of students with 95%+ attendance % of students with 90-94%+ attendance % of students with 80% and

Target	Actions	Time Frame	Lead Person	Cost/ Resources	Success Criteria	Milestones	RAG Rating	Systems for Evaluation	Termly Summary of Data
	Introduce a more extensive programme of mentoring groups for students and parents of poor attenders			Attendance Certificates and Prizes	made to social services	<p>Devise a mentoring list</p> <p>Set out refined goals for mentoring</p> <p>Target Y11s as priority group for mentoring where needed</p> <p>Personalise mentoring programme to meet the individuals needs</p>		<p>Mentoring Programme</p> <p>Minutes</p> <p>Action plans</p>	below attendance
	Devise a specific programme to target students on verge of falling into attendance targets			Travel/School Mini Bus Service		<p>Discuss and implement strategies with the parents/guardians</p> <p>Review the strategies on timescale</p> <p>Revise the strategies where needed</p>			

4. LEADERSHIP 2016-2019

Rag Rating: 1 - Green, 2 – Amber & 3 - Red

Target	Actions	Time Frame	Lead Person	Cost/ Resources	Success Criteria	Milestones	RAG Rating	Systems for Evaluation	Termly Summary of Data
Governors effective in supporting improvement and holding staff to account	Implement an on-going training programme for governors using an external consultant where appropriate	September 2016-ongoing	HG	CPDs Training	Governors up to date with changes especially linked to government initiatives and Ofsted framework and able to effectively challenge and hold staff to account	<p>Conduct SWOT analysis of Governing Body (GB)</p> <p>Devise CPD and training plan based on the SWOT</p> <p>Consult with other heads or OFSTED style consultants for independent grammar and boarding schools</p> <p>Devise a plan how the GB will support and continue to staff accountability</p>		<p>Interrogation of a range of data – internal and external</p> <p>Lesson observations</p> <p>Department reviews</p> <p>Minutes of SLT and full meetings of the governing body</p> <p>Performance Development outcomes</p>	<p>Progress data</p> <p>Attendance reports</p> <p>Key stage reports</p> <p>Lesson observation outcomes</p> <p>T&L Monitoring outcomes</p>
Senior Leaders successful in securing whole school improvement	Provide appropriate CPD opportunities for SLT undertaking new roles and to enhance knowledge and skills	September 2016-ongoing	HG	<p>NPQH - Approximate £3500</p> <p>NPQSL – £2500</p> <p>Leading Boarding Diploma – Approximate £1000</p>	<p>Achievement outcomes achieved</p> <p>SLT develop the vision, knowledge and skills to continue to drive improvement</p>	<p>Discuss with SLT about their training and CPD progress</p> <p>Where needed support applications for professional leadership qualifications</p> <p>Provide paid authorised leave of absence for CPDs/training/placements, where needed</p>		<p>Feedback from governors</p>	
Middle leadership successful in maximising achievement in all subject areas	Implement new Performance Development policy and middle leader strategies to further enhance staff performance and effectively hold staff to account	September 2016-ongoing	OS	<p>Exam Board</p> <p>Personalised CPD</p>	Leadership capacity of MLT enhanced	<p>Continue to provide MLT support via SLT link</p> <p>Provide MLT CPD around data, improvement plans, intervention plans and evaluations.</p>			

Target	Actions	Time Frame	Lead Person	Cost/ Resources	Success Criteria	Milestones	RAG Rating	Systems for Evaluation	Termly Summary of Data
	Introduce a range of CPD programmes to enhance leadership capacity					Provide MLT to conduct T&L Monitoring Cycles as well as lessons observations.			
Support staff leadership secures effective and efficient support for teaching staff and students	Review the structure of key support staff areas and further develop leadership to improve overall effectiveness	September 2016-ongoing	HG	Staffing	Performance of staff enhanced Short, medium and long term support staff structure agreed and support staff leadership capacity enhanced	Conduct SWOT analysis of Support Team Target CPDs and training Set out targets with timeframes and clear success criteria.			
	Continue to develop aspects of parental engagement	September 2016-ongoing	MF AA/SS	Refreshments CPD	Continue to develop community cohesion through events Enhance parental communication	Continue to develop public and parental events through charity, seasonal and primary link activities. Continue to develop primary school links via competitions such as Maths Challenge, Arts and Poetry.		Use of Communication tools including KSM - Communications & Behaviour and Attendance Attendance records.	Number of communications record from KSM

5. BOARDING 2016-2019

Rag Rating: 1 - Green, 2 – Amber & 3 - Red

Target	Actions	Time Frame	Lead Person	Cost/ Resources	Success Criteria	Systems for Evaluation
Aim to achieve 35 boarding students by increasing capacity	Liaise with planning and consultation Improve shower facilities	09/16-01/17	HG	Consultation and Planning Fees	Planning upgraded and approved increased capacity	Planning document and approval notice
Implement a system so that staff monitors the food portion size given to boarders at mealtimes. (NMS 24)	All Boarding staff will be made aware in writing of the instruction that any Boarder who asks for a larger portion will have this request granted by the Dinner Ladies other than when food is in "one serving" pieces i.e. a breast of chicken. Boarding staff will be instructed to intervene in the event that such a request is not complied with and the staff made aware that this is part of the dining hall duty remit	Immediate	All Boarding staff who supervise breakfast and evening tea. HOB	None	No complaints from students	Monitoring of Dinner service
Implement a system to ensure catering staff are aware of specific dietary needs of all students and are catered for such as the provision of alternatives to foods that contains dairy produces or wheat. (NMS 24)	Admin Office to provide the Catering Dept. on a termly basis with a list of all Boarders who have special dietary needs. Catering manager to disseminate such information to all relevant employees. Health Centre to provide those Boarders with such dietary needs with a card that identifies the person and the dietary specific need of that person	Immediate	Admin Officer HOB	None	Variety of food served to meet dietary needs daily basis. Student satisfaction	Monitoring of Student dietary need records and dining service
Ensure health centre staff will implement a clear policy regarding the locking of all cabinets containing medication when the office is left unattended. (NMS 15)	HOB will inform all relevant staff to sign a receipt to effect that the instruction has been received and is understood as part of a quality assurance process within the Medical Room	Immediate	HOB Supervisors	None	Clear Improvement	
Ensure that all drinking fountains are functioning correctly. (NMS 47)	All drinking fountains will be checked on a weekly basis by the Maintenance Dept. and call the service company if needed.	Immediate	Caretaker HOB	Service Costs	All drinking fountains running effectively	
Ensure that all boarding staff receives training appropriate for their role and are offered opportunities for continuing training in boarding. (NMS 34)	Make arrangements for HOB to obtain formal qualifications (Certificate of Professional Development in Boarding Education (level 6) run by Boarding Schools Association	10/16/07/17	HOB	£795	Completing the course and getting the certificate	HT will monitor and follow up the personal development through Bluesky

6. OTHER 2016-2018

Rag Rating: 1 - Green, 2 – Amber & 3 - Red

Target	Actions	Time Frame	Lead Person	Cost/ Resources	Success Criteria	Milestones	RAG Rating	Systems for Evaluation
Develop Science Practical's with the growth of the schools population and Key Stage options	Introduce a lab technician for the science department Improve the science departments practical resources	September 16- September 17	HG	Lab technician Certification Equipment	Success implementation of the science practical's in lessons	Advertise a science lab technician Consult with science lab technician about the compliance and any necessary certification		Lab Compliance certification Lesson observations Student feedback
Develop university links to promote Teaching and Learning collaboration	Initiate links with universities in London for promoting CPD and training opportunities such as PGCE, School Direct, Assessment only, and Teach First.	February 2017-ongoing	MF	Registration fees	Successful completion for placements of the students	Register to become a partner school for teach First, Schools Direct and Universities Undergo training to become train the trainer for in house purposes.		Partner certification from institutions Percentage of student teachers passing their placements at NLGS Feedback from institutions
Initiate NLGS Sixth form	Initiate post 16 studies at NLGS with A-Levels.	September 16-ongoing	MF	Marketing Curriculum resources Teachers	Success delivery of post 16 qualifications and sixth form At least 80% achieve at A*-C grades.	Initiate SMSC programme with PSHE, Careers and University focus. Setup timetable for staff and students Collate post 16 curriculum LTP and MTPs from MLT and teachers. Conduct post 16 lesson observations and T&L monitoring cycle. Monitor achievement through data analysis and reviewing strategies of interventions. Monitor pastoral areas including behaviour and attendance. Provide opportunity for enrichment to widen experiences and knowledge. Develop links with higher education and careers.		Data analysis Attendance and behaviour records LTP and MTPs Lesson observations records T&L Monitoring records Form time plans and overviews Retention of students

Target	Actions	Time Frame	Lead Person	Cost/ Resources	Success Criteria	Milestones	RAG Rating	Systems for Evaluation
Assessment without Levels (AwL), Progress 8 Measure	Initiate AwL as a whole school strategy to be in line with the DfE guidelines.	April 2017 to December 2017	OS	KSM upgrades	<p>Clear APP matched against Blooms.</p> <p>Clear APP linked to the journey of Mastery</p> <p>AwL is understood by parents, students and teachers and also leaders.</p> <p>Progress 8 is applied in Year 11 result for Summer 2017.</p>	<p>Develop a policy for AwL</p> <p>Deliver CPD on AwL</p> <p>AHT to track APP by LM group</p> <p>Deliver parental consultation evening based on AwL</p> <p>Develop a whole school system to track APP and update reporting system</p> <p>Develop Progress 8 system to match the cohorts learning journey.</p>		<p>Pupil progress data</p> <p>Lesson observation</p> <p>T&L Monitoring Cycle</p>