

**SCHOOL IMPROVEMENT PLAN 2018-2021**



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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 to **improve outcomes further by making sure pupils consistently complete the work that their teachers set them**. The same key priority areas are carried into the next phase of SIP. However, we have also added to raising the progress and attainment results across key stages.

**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 – Year 7 & 8**

**Leadership & Management – Head of Year 9 & 10**

**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 & Prefects**

**1. QUALITY OF TEACHING 2018-2021**

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 ofgood or better teaching across the school to 95% and the percentage of outstanding teaching to 60% | Bespoke programme of development for teachers currently identified as ‘requires improvement’ in either classroom practice or exam outcomes. | October 2018 - 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 2018 - Ongoing | OS, SB, MF & LD |  | Clear understanding of what makes an outstanding lessons.  The percentage of outstanding teaching to 60% | Teacher buddy programme setup by October half term 2018.  Develop INSET and CPD programme/schedule to support and share best practices across the school.  Governors and Leadership are develop a T&L committee to enhance and inspire Outstanding leadership.  Teachers to observe and practice grading lessons and provide feedback to recorded lessons (live or found on the Internet or through teachers CPD banks) |  | Feedback from teachers about CPDs  INSET attendance records  Lesson observation records  T&L Monitoring documents. | The percentage of outstanding teaching from term to term. |
| Regular lesson observations followed up with rigorous line management | October 2018 and ongoing. | FA, OS, MF & LD | N/A | Increase the proportion ofgood or better teaching across the school to 95% and the percentage of outstanding teaching to 35% | Calendar T&L observations cycles, as well as T & L 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. |  | School calendar  Line management minutes | Percentage of lesson graded good and outstanding increasing over one academic year. |
|  | Improved data collection following lesson observations to hone in on areas for development. | October 2018 and ongoing | FA, OS, MF & LD | N/A | T&L lesson data analysis records reflect an increase of good and outstanding lessons. | Record lesson |  |  |  |

**2. ACHIEVEMENT 2018-2021**

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 6th Form (see GCSE Exams Analysis’) | 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 2021 | 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. Develop the English and Maths department in terms of effective whole school curriculum and learning through revised curriculum planning to meet the challenging changes in upper key stages and guiding students to understand the key skills and knowledge for assessments. | Ongoing – September 2021 | LD & MF | Staff costs for curriculum materials. | Revised curriculum planning against the objectives set out from top down.  **Literacy**  Introduce a whole school reading scheme and follow-up on the literacy activities in form time across the key stages.  **Numeracy**  Introduce a whole school numeracy scheme and follow-up on the numeracy activities in form time across the key stages. | Revised curriculum plans against LO.  Heads of departments to monitor the progress of literacy and numeracy and guide teachers to support pupil learning.  Heads of departments to engage and motivate students to participate in extracurricular activities and competitions to raise the importance of literacy and numeracy to enhance academic results.  Develop clubs to participate in debates, creative writing, and book club.  Improve the quality and effectiveness online and offline usage of numeracy programmes and other platforms to build numeric and mathematical skills to bridge the gap of learners. |  | Curriculum plans and streamlined learning objectives.  Literacy and numeracy trackers and action plans to be used effectively.  Word of the week for numeracy and literacy.  Numeracy and literacy learning walks and book scrutiny.  Club attendance registers.  Competition partition and prizes.  Whole school displays, newsletter lead by student and guided by the English team. 3 newsletters per year. | Action plan  Assessment data  Summative reports  Literacy and numeracy fortnightly outcomes in assembly and school IWB |
| 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 2021 | OS | Dependent on External Provisions | Students achieve accredited 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 | FA | 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  Improve outcomes further by making sure pupils consistently complete the work that their teachers set them. .  To raise the progress and attainment results across key stages.  Develop a Peer observation schedule and share best practice in staff meetings |  | Peer Observation Schedule  Blue Sky – Observation Records - | Feedback from staff with Sharing Best Practice  Number or Percentage of Outstanding and Good Lessons per Observation Cycle |
| E. Further improve the quality of leadership and management and in particular the quality of subject leadership (see section 4) | Ongoing – September 2021 | OS & MF | Subject and Exam Board CPD | Year group data and GCSE Results are above the national average or 2 LOP. | Update data analysis system to ensure progress is tracked.  Subject teachers and Heads of Departments to devise action plans per term and where needed evaluate the performance of the targeted students  Devise CPDs to meet the intended groups and teacher’s needs.  Ensure teachers attend external CPDs associated with specific changes in curriculum.  Develop the teacher peer teaching/observer programme to ensure best practices are shared across staff. |  | Line management minutes  Data analysis systems  CPD records on Blue Sky Education – Staff Performance System  Teacher buddy schedule and feedback records | Progress Data and Publication Exam Records  CPD Summaries  Feedback shared about best practices |
| F. Sustain and develop target setting, tracking and reporting systems, and the associated 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 6th Form. | October 2018 - Ongoing | OS | School Information System Licence Fee | Data analysis is updated regularly with new students including Year 7 and Post 16 students. | Records include KS2 and where needed APS GCSE for ALPS targets.  Termly targets.  Progress can be identified at minimum of 2 LOP across KS3 and KS4.  Data is shared and available with staff.  Action plans per subject reflects interventions required to stretch students potential |  | Data Analysis Records  Shared target grades with parents and then students by end of October of the academic year.  Interventions support provision in class and learning to enhance pupil progression in the subjects required | Data analysis records with Narrow the gap analysis per term.  Targets records and information attendance records and presentations. |
| 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 | Student accountability system shows progress in accordance to their target grades (based on KS2-4 Measure or APS for ALPS targets).  Action plans identifies students with below, expected and above expected, aspirational and above aspirational targets with clear strategies, timeframe, resources, success criteria and also comments that reflect the outcome on interventions on interval basis. | Conduct T&L Monitoring Cycles to ensure teaching standards, student books and responses reflect their targets and also their intended learning.  Setup staff data analysis checkpoint to support staff with identifying appropriate interventions needed.  Monitor action plans through line management meetings.  Liaise with staff to initiate further interventions outside their classrooms such as afterschool workshop/revision, Saturday school, Booster weekends, Easter revision week, mock exams. |  | Data analysis systems with termly targets, end of year targets and where appropriate the new GCSE grading point as well as ALPS targets.  T&L Monitoring Cycle - Teaching Planning, Book Scrutiny, Enrichment, Parental Review, Lesson observation records. | Percentage of students making expected and aspirational targets. |

**3. BEHAVIOUR (FOR LEARNING) AND SAFETY 2018-2021**

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** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Safety and Support**  Behaviour across the school is at least good with evidence of outstanding behaviour for learning in at least 90% of lessons  ‘Outstanding’ Ofsted recognition for Care, Guidance and Support retained with Behaviour and Safety judged ‘Outstanding’ at next inspection | Undertake a regular audit of data linked to student safety including student and parent view and target strategies based on outcomes | September 2018- Ongoing | SB, HOY | N/A | Feedback from students and parents overwhelming shows students feel safe  Incidents of bullying are rare and effectively dealt with | Conduct termly surveys targeted around behaviour at NLGS  Conduct Analysis of Behaviour by categories and identify patterns. |  | Interrogation of data e.g. KSM/School Data/Examination outcomes  Year Team and Mentoring meeting minutes  Feedback from Governors, parents via surveys, and Student Council and Prefect Team  Mentoring Forms and Reports  CPD outcomes  Feedback from students  Student council minutes | Key Stage Behaviour Analysis Report with Attendance and Behaviour  Survey Reports |
| 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 |  |
| 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 |
|  | 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 |  | 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  Further develop mentoring with the student leadership team. | Termly reminder via INSET | SB, HOY  MT | External CPD costs where required | Behaviour in lessons meets the outcomes above | Initiate learning walk cycles with behaviour for learning as a key focus  Ongoing training and support mentors |  | Interrogation of KSM data  Blue Sky CPD records  Mentoring logs  Lesson observation  On-going behaviour reviews  Governors voice  On-going observation through duties | 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 2018-onoing | MF | N/A | Evidence of a calm, purposeful environment at all times | Setup and update duty rota  Revise rota if required |  |
| Develop the role of community prefects | January 2018-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 |  |
| Further embed and develop the use of KSM to record incidents of poor behaviour and follow up | September 2018-onoing | 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% | Enhance the role of form tutors in the monitoring and improvement of attendance | September 2018-onoing | SB, HOY | N/A | Attendance meet or exceed outcomes above  Evidence of enhanced parental engagement of poor attenders  Decrease in the number of referrals made to social services | 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  Mentoring Programme  Minutes  Action plans | % of students with 95%+ attendance  % of students with 90-94%+ attendance  % of students with 80% and below attendance |
| Introduce a more extensive programme of mentoring groups for students and parents of poor attenders | Attendance Certificates and Prizes | Devise a mentoring list  Set out refined goals for mentoring  Target Y11s as priority group for mentoring where needed  Personalise mentoring programme to meet the individuals needs |  |
| Devise a specific programme to target students on verge of falling into attendance targets |  | Travel/School Mini Bus Service | Discuss and implement strategies with the parents/guardians  Review the strategies on timescale  Revise the strategies where needed |  |

**4. LEADERSHIP 2018-2021**

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 2018-ongoing | FA | 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 | Conduct SWOT analysis of Governing Body (GB)  Devise CPD and training plan based on the SWOT  Consult with other heads or OFSTED style consultants for independent grammar and boarding schools  Devise a plan how the GB will support and continue to staff accountability |  | Interrogation of a range of data – internal and external  Lesson observations  Department reviews  Minutes of SLT and full meetings of the governing body  Performance Development outcomes  Feedback from governors | Progress data  Attendance reports  Key stage reports  Lesson observation outcomes  T&L Monitoring outcomes |
| Senior Leaders successful in securing whole school improvement | Provide appropriate CPD opportunities for SLT undertaking new roles and to enhance knowledge and skills | September 2018-ongoing | FA | NPQH - Approximate £3500  NPQSL – £2500  Leading Boarding Diploma – Approximate £1000 | Achievement outcomes achieved  SLT develop the vision, knowledge and skills to continue to drive improvement | Discuss with SLT about their training and CPD progress  Where needed support applications for professional leadership qualifications  Provide paid authorised leave of absence for CPDs/training/placements, where needed |  |
| 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  Introduce a range of CPD programmes to enhance leadership capacity | September 2018-ongoing | OS | Exam Board  Personalised CPD | Leadership capacity of MLT enhanced | Continue to provide MLT support via SLT link  Provide MLT CPD around data, improvement plans, intervention plans and evaluations.  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 2018-ongoing | FA | 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 2018-ongoing | MF  LD | 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 2018-2021**

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

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| --- | --- | --- | --- | --- | --- | --- |
| **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 | FA | 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 2018-2018**

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

| **Target** | **Actions** | **Time Frame** | **Lead Person** | **Cost/**  **Resources** | **Success Criteria** | **Milestones** | **RAG Rating** | **Systems for Evaluation** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Initiate the start-up of the primary school phase for September 2019 | Develop curriculum  Redesign the classroom and associated rooms and areas of play  Recruitment of primary phase  Marketing | September 18-August 19 | SB | £45, 000 for equipment  £190, 000 Approximate staffing costs per year (2 x senior, 2 x new teachers, 2 assistants)  Plus Remodelling costs | Curriculum matches the intended DfE plan  Classrooms all suitable for primary phase education.  Staff recruitment completed by April 2019  Max capacity of primary intake is 64. | Finalise resources for agreed SOW  Seek funding from GB and Trustees for initiating classroom modelling and equipment.  Advertise on various mediums  Market the primary phase to new and existing parents. Initial open event to be set for 17th October 2018 |  | Curriculum ready for delivery in September 19  Primary phase to be within 3 years of running. |
| Continue to 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 18- September 19 | FA | 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 2018-ongoing | OS | 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 18-ongoing | OS | Marketing  Curriculum resources  Teachers | Success delivery of post 16 qualifications and sixth form | 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 |
| Continue to develop Assessment without Levels (AwL), Progress 8 Measure | Develop AwL as a whole school strategy to be in line with the DfE guidelines. | September 18-ongoing | OS | KSM upgrades | Clear APP matched against Blooms.  Clear APP linked to the journey of Mastery  AwL is understood by parents, students and teachers and also leaders.  Progress 8 is applied in Year 11 result for Summer. | Develop a policy for AwL  Deliver CPD on AwL  AHT to track APP by LM group  Deliver parental consultation evening based on AwL Develop a whole school system to track APP and update reporting system  Develop Progress 8 system to match the cohorts learning journey. |  | Pupil progress data  Lesson observation  T&L Monitoring Cycle |