

OLYMPIC STANDARDS



INTEGRATED COLLEGE PLANNING (self-evaluation cycle)

AUTUMN

SUBJECT REVIEW MEETINGS



Provided:

- Results analysis
- Performance objectives

Updates of Evidence File

REVISED SUBJECT SARs



Required:

- Revised Subject SARs

Use of subject improvement guide

PERFORMANCE MANAGEMENT REVIEWS



Provided:

- College Development Plan /subject priorities
- Team SARs/College SEF

Required:

- Evaluation of existing objectives
- New objectives
- Subject Action Plan



SPRING/SUMMER

REVISED COLLEGE SEF



Provided:

- Subject SARs
- RAISEonline
- Evidence File

Required:

- Revision of all sections



• **Progress reports** to Governors (Headteacher's report) - termly



• **Regular ST briefings** on progress of 3 year strategic plan and other initiatives



AUTUMN



PURPOSE

Our mission: 'creating a climate for learners to grow in'

Our aims:

We aim to enable our students to develop a real love of learning, through quality teaching and learning in a safe environment. We will provide learning which students value and which brings out the best in them. We will motivate them to succeed both now and in the future, achieving their personal best. We will give our learners the best chances of happiness and fulfilment in their adult lives. To do this, we will offer the best possible opportunities for effective personal development and the conditions which support positive well-being in a 'happy College'.

This is what we believe in

- Students have a duty to apply themselves to their learning and personal development, making best use of all the support and opportunities available to them
- The College staff and governors have a duty to create the conditions for successful learning and personal development, meeting to the best of their ability the needs of the full range of learners, using all available resources as effectively as possible and safeguarding the students
- Parents have a duty to work with the College to support the successful learning of their sons and daughters, through challenge and encouragement
- All members of the College community have a duty to develop in themselves, and encourage in others in the wider community the positive strengths and values society shares. These include: creativity; open-mindedness; understanding; knowledge; persistence; integrity, kindness; fairness; leadership; forgiveness; modesty; self-control; appreciation; thankfulness; optimism; humour; trust; courage; hope; tolerance; love; responsibility; humility; peace; cooperation; patience; generosity as well as the Olympic values of friendship, excellence and respect.
- These values will be developed by using them overtly to remind ourselves of how we would like to be and providing a focus for all our aspirations.

Having vision, values and high expectations:

The College lives its values. Everyone matters; the Headteacher develops every student but it is clear that we all – students and staff – have responsibilities as well as rights. We feel trusted and respond to this. The culture encourages innovation and experimentation but never allocates blame. If something does not work out or targets are not met, the leadership seeks to know how they could have supported the person better. The result is a staff team that works extremely hard in an appreciative and encouraging environment and students who understand exactly what is expected of them at College. Small things matter; staff are smartly dressed as professionals, and students reflect as well as respect this. Everything is done to "Olympic Standards", consistently, relentlessly and simply, but in a civilised way and without tensions stemming from the self-belief and professionalism of all who work in the College and with commitment to these values.

PURPOSE



The Olympic Values – “only the best will do”

There are three core values of the Olympic Movement which demonstrate how Olympism can be expressed in our lives

Excellence:

This value stands for giving your best, on the field of play or in the professional arena. It is not only about winning, but also about participating, making progress against personal goals, striving to be and to do your best in our daily lives and benefiting from the healthy combination of a strong body, mind and will.

Friendship:

This encourages us to develop mutual understanding among individuals and people from all over the world. The Olympic Games inspire humanity to overcome political, economic, gender, racial or religious differences and forge friendships in spite of those differences.

Respect:

This value incorporates respect for yourself, for others, for the rules and regulations and the environment. Respect also stands for fair play and for the fight against unethical behaviour.

Whitby Community College Development Plan 2010 – 2013

Executive Summary

- 1.1 Raise achievement in KS4** – fulfil potential (FFT target), valid monitoring data, no student left behind
- 1.2 Raise standards in 5A*-CEM** – high standards in numeracy and literacy through better T & L, better attendance and improved intervention for the most in need
- 1.3 Raise achievement in KS5** – improved monitoring and intervention at subject/lesson level, all subjects to be good
- 2.1 Improve individual pathways at KS4** – move to personalised holistic curriculum for all
- 2.2 Improve recruitment to P16** – high participation in enriched curriculum, improve partnerships and marketing
- 2.3 Embed specialism** – STEM work embedded across the curriculum, improved ICT and VLE
- 2.4 Improve IAG** – communicate well with all stakeholders, consistency in marking and CPD for all staff in “behaviour for learning”
- 2.5 Promote independence** – resilient learners with higher aspirations
- 2.6 Improve ICT** – deliver 200k upgrade, specialist subjects have high number of good lessons
- 2.7 Improve community cohesion** – develop British Council action plan, annual European and Global visits
- 2.8 Enhance 14-19 provision** – lead ALP in introduction of new provision
- 3.1 Better engagement by all** – clear focus on most in need (separate action plan enclosed)
- 3.2 Improve behaviour** – all bullying addressed, attendance improved, motivation increased
- 3.3 Improve self-esteem in learning** - early intervention with slow movers, site/environment improved
- 4.1 Student leadership** – a happy, student-centred college
- 4.2 Improve staff stability** – people valued and high level of participation by staff, inclusive and cohesive culture
- 4.3 Support for staff** – continual discussion with all staff, exclusion to be reduced
- 4.4 Create a Whitby Federation** – Federation by 1 January 2011
- 4.5 Development of middle leadership** – Federation structure in place, annual training for Middle Leaders

Appendices

Appendix 1 – Promote Community Cohesion – Federation, in-school, locally, nationally and global

Appendix 2 – Under-achievers Action Plan

Appendix 3 – List of Abbreviations

1. LEARNING: Statement of Intent – Our prime purpose is to provide high quality learning experiences for our students. We are moving from an inspectorial culture to one where good practitioners are given the freedom to innovate and where peer coaching is the key driver of improvement. The Subject Area Review (SAR) is the process that includes self evaluation, action planning and provides the QA for all aspects of learning. We're now in a position where student's progress is measured from KS2-4. We use FFT d-data+ for all our KS4 targets and collecting data extensively. We will now move to a single, simple, valid and reliable system that is clear to all users; especially those in need of an intervention to make acceptable progress.

Development	Objective with outcomes (What we want our college to look like)	Ref to SEF	Summary of actions to support all objectives	Summary of actions to support all objectives	Summary of actions to support all objectives	Monitoring and evaluation (who, when, cost, success criteria)
			10/11	11/12	12/13	
1.1 Raise achievement in KS4	Students fulfilling potential, at least to FFT target: as a result good learning occurs.	2.1	Develop further new LT, staff coaches, especially through our specialism.	Each subject area to have at least one coach	Embed peer observations across subjects	VER
		2.8	Central bank for SoW and lesson plans (realistic and personal)	All cover lessons to be taught from lesson bank	Lesson bank complete for all courses	JDT
		2.1	Subject interventions identified by HOS at each monitoring point for C/D level	Interventions extended to A/A* level	All underachievers have intervention	HJK
		2.1	Science to use banks of exam questions	Review use and extend as necessary	Embed all good practice	SJL
		2.1	Music to use Anthologies to raise standards	Review use and extend as necessary	Embed all good practice	VER
		2.1	Art to include more photography & sewing in S.O.W	Review use and extend as necessary	Embed all good practice	VER
		2.1	Develop tracking and intervention programmes. Develop IAG systems to ensure that students are well matched with progression pathways. Develop understanding of link between performance data and learning and teaching	Embed tracking systems and develop proactive use of data to support learner progress. Develop GCSE at KS3 through partnership with Caed/Esk Select more learners for level 2 diplomas Effectively track vulnerable groups	Further develop data tracking to support assessment for learning	SLM
	Continually progress at all monitoring points with no student left behind	3.1	Confederation T&L group to implement new policy	All monitoring data to be valid, reliable and shared across the 3 schools	Single system to monitor progress in place	VER
		2.4	2010 transfer plan reviewed; revised for 2011; begin personalisation for transition Review value system and link to PSHCE work, ensuring SEAL is in place	All vulnerable students to have personalised transition plan	All students have personalised transition plan	HJK/JJB

LEARNING

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		2.2	All SARs completed to set deadlines, after each monitoring point to identify underachievement	Data matched across subjects at each point and joint action taken	All good practice embedded	JDT
1.2 Raise standards in 5A*-CEMSci	Attendance at 94%	2.9	E-reg reports used to improve attendance and reduce PA to < 5%	Sophisticated CMIS reports to manage new attendance data	Practice embedded and PA < 3%	HJK
	High standards in numeracy and literacy	2.3	IQM achieved at level 4	RAG all Yr10 students on emotional index Complete health profile on every student at 14 and 16	IQM achieved at level 5	HJK
		2.1	Development plans for English and Maths established – 3yr strategy	New specs being delivered and T&L evaluated April 2011 against early entry results	Functional skills evaluated and developed alongside GCSE courses.	JDT
		2.1	New GCSE prep to focus on issues raised through data analysis	Functional skills embedded across all faculty areas	3 yr strategy evaluated and next steps identified	JDT
		2.3	Provision for SA+ via mentor programme improved	Each SA+ to have named mentor	Provision extended to include SA students	HJK
		2.2	Literacy tasks built into all lesson plans with a clear focus on boys	Literacy tasks to be inbuilt to PM objectives	Embed all good practice	LT/GM
		2.2	LT to review planning to improve numeracy	Numeracy tasks build into all lesson plans	Numeracy tasks to be inbuilt to PM objectives	LT/JDG
		2.2	Maths to deliver Fn skills and use many practical resources	Review Fn skills results and plan improvements	Embed good practice across depts	JDT/JDG
	Teaching and Learning quality judged to be at least 95% good due to consistent use of AfL strategies, challenging and differentiated work in every lesson.	3.1	Targeted support for staff identified through SAR and cycle walk through observations: use coaches, mentors, developing performance plans and support plans. T&L good = 75%	LT to deliver CPD on identified developmental areas – personalised to staff. T&L good = 85% 3 hr limit on observation removed (WP)	Embed all good practice into planning. T&L good = 95%	VER
			Learning hubs in action every week to support identified staff	All staff to be involved in one learning hub	Embed all good practice	VER
			<ul style="list-style-type: none"> Attract the best graduates into core subjects when opportunities arise; Establish what it is we are assessing and how we assess students' knowledge, understanding and skills; Identify AfL experts across the curriculum; Establish a clear simple definition of AfL; 	Ongoing	ongoing	

		<ul style="list-style-type: none"> Establish an AfL Development Group to share existing expertise, widen it to other departments; Establish again the emphasis upon formative not summative assessment; Autumn Subject Leaders' Forum to look at Schemes of Learning and modify as appropriate over the next two years; Establish a WCC Top 10 AfL Tips and produce an AfL box of tricks for all departments; <p>Write to parents and post an explanation on web-site of a different approach to assessment.</p>			
	WP 2010	Make available all progress & monitoring data to parents online.	Extend information available to attendance and behaviour	Embed all changes and monitor impact	JDT
	3.2	All planning on new LP template	Review template's impact and improve	Embed use for all	VER
	2.3	New pathway/provision for some LDD learners	Review and recommendation provision	Maintain personalised approach for LDD learners	SLM
	2.3	Introduce work skills qualification and deliver through practical living, cooking & gardening	Maintain and expend options as number of students increases	Develop partnership with Springhead Special School	SLM
	2.3	Introduce GOAL assessment for all LDD learners and monitor/intervene on data	Review progress and integration with REACH provision	Review progress and integration with REACH provision	HJK
Careful tracking of progress to promote learning for all LDD students.	2.3	Embed monitoring protocols for SEN students on the SEN register	Review needs in the light of changing courses	Review needs in the light of changing courses	HJK
Excellent guidance and support for students and parents of learners with LDD resulting in both CVA values over 1000 for this identified group and excellent progression rates (80%) to further education.	2.3	Introduce parent support programme across the Confederation for the most vulnerable learners aimed at reducing attendance issues.	Each LDD learner to have a named support worker	Personalised plan for all LDD in Yr 7 to 13	HJK
		Plan for introduction of parenting classes and improved work with personal tutors	Introduce parenting classes and training for	Personalise family intervention work	

				tutors Introduce all planned work for under-achievers	triggered by key issues, ie, family break-up Embed best practice	
			Plan for all under-achieving students to develop emotional resilience through extended schools programme Progression to FE = 50%	Progression to FE = 65%	Progression to FE = 80%	
1.3 Raise achievement in KS5	All subjects at KS5 to be at least good	6.3	Support in place for -VE ALIS subjects: identified from results	LT to introduce peer support to those in need	Remove subjects slow to improve from curriculum	AMD
		6.3	Appoint a P16 Interventions Manager and agree case load	IM to review intervention at lesson plan level	Clear data available on support for all underachievers	AMD
		6.3	Intervene at all monitoring points at subject/student level	Ensure all teachers are planning interventions for all lessons	Embed all good practice	HJK
		6.3	Further develop use of data to track students and target intervention through subject teachers and personal tutors Ensure QA of work used for monitoring purposes and appropriate feedback given to students	Implement developed intervention model. Focus for top ability students. Seek student perceptions	On-going review and refinement of systems	JDT

2. EXPERIENCE: Statement of Intent – The current curriculum is changing; the raising of the age in education or training to 17 and our desire to offer courses that provide success for all are the drivers of change. We will put in place a coherent 11-19 curriculum for all students in Whitby and continue to enhance the resources required to deliver a 21st century experience. This will include provision for those students not currently best suited to an academic pathway.

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2.1 Improve individual pathways at KS4	Personalised curriculum challenges all and supports success	2.11	Publish a WCC visits plan Year 10-13 to stakeholders	Deliver agreed coherent plan	Develop plan across Federation	KP
		3.3	Introduction of SHD Diploma	First SHD results, review progress and consider L3 course	Level 3 SHD in place	SLM
		3.3	Introduce BTEC L3 Science to improve attainment in Post 16 Science courses and broaden number of students taking Post 16 Science	Second year L3 BTEC Science	Review progress; make amendments	SLM
		3.3	Plan for implementation of MV Studies using motorbikes/cars, research site and identify funding. Identify partner	Introduce MV studies option to KS4 Voc programme based at WCC to ensure sustainability and increase participation; Change option choices to give "guided choice" of DT and MFL as a result of change in specialism	Second year MV Studies – review and implement changes	SLM
		2.3	Foundation Learning embedded with improved provision; flat and garden	Embed and increase numbers by 10%	Increase numbers by 10%	SLM
		3.3	Embed triple science into KS4 curriculum; first results	Introduce revised delivery model	P16 science numbers increase by 10%	SLM
		3.3	Introduce single year GCSE options in Yr 10-13	Develop model to include Yr9	Consider enrichment options to compliment model	SLM
		2.4	Review aims & objectives of G&T group. Embed new provision for these Each subject to define its own Most	Develop principles across federation Measuring impact of MAS	Embed all good practice	HJK/HMB

EXPERIENCE

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			Able Students (MAS) programme (by October 2010); Implementing MAS provision for 2010-11;	provision; Develop one extraordinary provision for each Year group in each subject;		
			Introduce BTEC L3 Science to improve attainment in Post-16 Science courses and broaden number of students taking Post-16 Science	Introduce MV Studies option to KS4 Voc programme based at WCC to ensure sustainability and increase participation Change option choices to give "guided choice" of DT and MFL as a result of change to specialism		
2.2 Improve recruitment to P16	Participation in education P16 is high	6.3	L4 enrichment courses developed to supplement academic programmes	Develop personalised approach and introduce at KS4	Embed all good practice	SLM
		6.1	Review and develop Voc subjects at KS5	Introduce new course(s) – science	Embed all good practice	SLM
		2.11	Review & implement new tutorial / PSHCE programme	Review impact and amend accordingly	Embed all good practice	AMD
		6.1	Introduce Extended Project for one group of students	Review progress and impact	Embed all good practice	SLM
		6.3	Promotion model, involving current 6 th form students, for those applying to WCC as external students. To include assemblies; tutor advice and guidance; open/consultation evenings; invited opportunities; newsletters/fliers/postcards/prospectus; interviews; taster day. Enrolment day in August; induction and review period in September			AMD
2.3 Embed specialism	Curriculum led and developed through specialism	2.1	Complete action plan for science specialism	Review Yr 1 progress and amend	Review Yr 2 progress ready for re-designation	SLM
		3.1	Work with Nunthorpe school to develop T&L in specialist subjects	GCSE content in Yr 9 agreed and in place	Shared resources all on-line	SLB
		3.4	Introduce STEM ambassadors to promote science careers in Yr KS4	Develop model into KS3	Embed all good practice	SLB
		2.10	Enterprise activities into specialist subjects curriculum	Review impact and amend	Embed all good practice	SLB
		2.1	Specialism open evenings at KS4	Review impact and extend to KS3 and 5	Embed all good practice	SLB
		4.9	Review of ICT provision and upgrades to support SHD, PE, MFL	All new hardware and software reviewed to ensure 100% operating standard	Write ICT development plan for 2013-16	SLM
		4.9	Review of VLE against budget and providers; start to build new system	All subjects to have 'minimum standard' in place	Specialist subjects to have highly developed VLE in place	VER
		WP	Improve uptake to AS/A2	Monitor uptake & impact	Embed change	SLM/SLB

EXPERIENCE

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		2010	Further Maths through more curriculum			
2.4 Improve IAG	Effective communication with all stakeholders. Parents supporting the progress of their children through KS3 and 4 as a result of high quality information given regularly to the most vulnerable learners.	2.10	High quality work placements for SHD diploma locally	Placements available nationally	Embed all good practice	SLM
		2.8	HOS to meet group of students each term	Develop model to include teacher/student feedback	Embed all good practice	VER
		4.1	Distributed leadership model developed through LT, SARs and action plans	All UP3 teachers with clear subject responsibility	PM model highly developed and effective	JDT
		4.4	Introduce then embed a parent group that meet termly	Standing focus group established terms of reference (Gobs model) Engagement with development issued in T & L	Parents proposing and managing involvement in T & L and secure the commitment of every parent to one area of the college life so that parents feel committed to and positive about the school.	JDT
		3.3	Curriculum to include all aspects of education required for students at risk. Timetabled intervention which can be programmed for both emotional and behavioural difficulties to be provided.	Further develop the curriculum model in collaboration with East Barnby OC	Embed all good practice	SLM
	Consistency of marking and policy is adhered to	3.2	Revisit assessment and marking as part of self evaluation. New staff are clear about the use of the policy from induction period	ST to monitor through self evaluation process	Parent group involved in monitoring process	JDT
	Students making the most of their opportunities		CPD for all staff on 'behaviour for learning'	Extended CPD for those in need	Embed all good practice	VER
2.5 Promote independence	Resilient learners with high aspiration and independence	3.4	All parents and students have access on-line to as wide range of curriculum and data.	Review use of access and abandon ineffective practice; i.e. maybe parents' evenings	Embed all good practice	SLM/JDT
		3.4	New programme for KS4 careers /IAG into PSHCE	Careers profile to be included in tutorial file	KS3-5 model introduced	JJB
		3.4	Introduce time for pastoral care and profiling in tutor groups	Personal profile included in tutorial file	KS3-5 model introduced	JJB
		2.4	PLTS to be written into all S.O.W developed from KS3 L2L model	LT to review impact and amend	Embed all good practice	JJB
		2.10	Introduce & embed STEM leadership qualification for 10 students	Develop model to 20 students each year	Develop model to 30 students each year	SLB
		2.10	Introduce & embed BTEC work skills, appoint teacher and co-ordinator	Review student groupings and content, amend a necessary	Embed all good practice	SLM
	Curriculum developed	2.10	All subjects to introduce one focal	All units of work to make	Embed all good practice	VER

EXPERIENCE

	around Olympic values		point of work around the key values in each year group	reference to key values		
2.6 Improve ICT	Excellent ICT network which is flexible and serves the needs of students and staff.	4.9	Install new operating system, office suite and upgrade PCs	Review stability of system and staff skill level	Review lifespan of system v finance available	SLM
	T&L continuously improving through appropriate use of ICT resources and new media and technologies, talk for learning, differentiation and AfL. Specialist subject leaders who enthusiastically embrace the way that they can influence change and improvement.	4.2	LT to focus all agendas on T&L			VER
		4.2	LT to genuinely hold each other to account reflected in minutes			
	Increase % of good and outstanding lesson Effective use of assessment to inform lesson planning	4.2	Evidence showing impact of CPD programme aimed at raising good lessons into outstanding lessons. Self evaluation in subject and year teams			VER
2.7 Improve community cohesion (Separate action plan appendix 1)	A College with strong global links and students who feel themselves to be global citizens. At least one European and one global exchange link each year. At least 30 students per year involved in cultural exchanges. Achieve International School Award	2.11	Deliver a 7 country ISA Action Plan which gains British Council approval to move from immediate to Advanced Status. Develop and deepen links with the following 7 countries: Sweden, Sri Lanka, Belgium, Germany, Finland, France & Zambia as part of the action plan and curriculum development. Identify sources of funding to enable staff/student exchanges with some of the 7 countries	Integrate deeper curricular impact through international work and build into faculty schemes of work. Successfully complete the 2 year Comenius Project (EU) in terms of effectiveness and efficient. Sustain the international work initiated by Comenius after project end	Sustain and fund the 7-country work, mainstreaming the international curriculum element in all faculty areas	KP / HMB
		2.11	Parents proposing and managing involvement in T & L			JDT
		4.8	Visits to multi-cultural centres in place for all students			KP
2.8 Enhance 14	Lead the development		• Successful implementation of	• Implement diplomas from	• Implement diplomas	SLM

- 19 Provision	of the Area Learning Partnership to support the strategic delivery of the 14-19 agenda		<ul style="list-style-type: none"> diplomas from gateway 2. Plan development of diplomas from gateway 3 Plan introduction of further vocational qualifications to support those on least academic pathways 	<ul style="list-style-type: none"> gateway 3 Embed diplomas from gateway 2 Develop Foundation Learning Tier (FLT) Introduce new vocational courses as identified through need 	<ul style="list-style-type: none"> Embed diplomas Embed new vocational courses 	
	Meet requirements for English Baccalaureate	WP 2010	<ul style="list-style-type: none"> Adjust curriculum options to improve uptake in MFL 	<ul style="list-style-type: none"> Adjust curriculum options to improve uptake in Humanities 	Embed changes and monitor impact	KP/SLM
	Improve numbers involved in competitive sport	WP 2010	<ul style="list-style-type: none"> Review structure of PE and sport provision to achieve change. New PE facilities complete (gym) 	<ul style="list-style-type: none"> 10% improvement in numbers 	Further 10% improvement in numbers	KP/SLM/DKC
	Develop high quality sex and relationship education	WEP 2010	<ul style="list-style-type: none"> Audit current provision and write action plan by March 2011 	<ul style="list-style-type: none"> Implement agreed action plan 	Embed change and monitor impact	JJB/AHB
	Enhance cultural experiences for all	WP 2010	<ul style="list-style-type: none"> Write action plan for all students to be involved in music, arts, history or interactive through any media 	<ul style="list-style-type: none"> Implement agreed action plan 	Embed change and monitor impact.	SLM
	Develop curriculum plan to move to fewer resists, linear course and currency of vocational courses	WP 2010	<ul style="list-style-type: none"> Assess impact of impending change and write action plan 	<ul style="list-style-type: none"> Implement all aspects of plan 	Embed change and monitor impact	SLM

3. SUPPORT: Statement of Intent – We all expect all staff to offer a consistent approach to attitudes, behaviour and discipline in the college, including matters ranging from jewellery and chewing gum to staff dress. The Headteacher wishes to leave everyone in no doubt that he sees the maintenance of good discipline as his prime responsibility and takes that responsibility very seriously. Therefore, we must have consistency: it is essential to remember that, if a member of staff lets an incident go or has low expectations, it makes it more difficult for the rest of us. Some of our students can be challenging, but we have shown that all can be supported to achieve success. We will have the student code of conduct, mission statement and College aims displayed in every classroom. Tutors must go through them with their tutor groups every term. The challenge of inclusion is perhaps our biggest. We all want the very best for every student and those that don't conveniently achieve well in timetabled classes will be nurtured and supported in every way possible. Every student has the right to access education but not the right to disrupt others from learning. We will continue to remove those who do and support their learning in varied and personalised.

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3.1 Better engagement by all	Challenging targets are met by all VLG	4.2	Revamp rewards system – every subject, every corridor, and every week	Include all data in reports available to parents	Embed all good practice	JJB
		2.8	Family learning group set up to support VL parents in their support role	Review model and extend to all SA/SA+ parents	Extend model to all groups	HJK
		2.7	Support sessions for families identified in behavioural surveys Plan to involve remedial help for most needy	Involve para-professionals in delivery model All students on red Emotional Index referred for remedial help	Embed all good practice	HJK
3.2 Improve behaviour	Good behaviour and high level of attendance		Relaunch e-reg in September 2010	Earlier intervention at Caed/Esk via ESW Closer links to rewards programme to reduce those with less than 80% attendance. Link to peer mentoring	Review attendance policy	HJK
			Review College uniform with all stakeholders	Implement actions from review	Embed actions	KP
			Zero tolerance on bullying; all incidents dealt with thoroughly	Reduction in bullying incidents by 5% annually	5% reduction	JJB
			Continue to improve low level disruption by taking action in all cases; in or out of school	Review number of incidents and impact of action		JJB

SUPPORT

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			Breakfast Club for most vulnerable and engage Fathers in education			HJK
		2.2	Effort grades published at each monitoring point	Behaviour improvement programme in place in PSHCE slots	CPD to link behaviour and standard of teaching	JJB

3.3 Improve self-esteem in learning	Intervention in slow moving classes/individuals with personalised support	3.2	Rigorous attention paid to predicted and current progress at every monitoring point	All data available to be made available to parents	Parents invited into college as default system triggered by data	JDT
		3.2	The assessment calendar clearly signposts all key dates, especially those when the data is reviewed			JDT
Sustainable site with high involvement from students		2.8	SS group set up, remit identified and stakeholders engaged and plan developed	Plan delivered within finance plans		PES
		4.9	Enhanced provision with good value from £500k investment	Bid complete to LA for new capital investment	Ensure all is providing value for money	SLM
		2.7	Introduce cashless catering with more local, direct & seasonal produce	New food management group established	Co-operative scheme in place with high community involvement	PES
		2.7	School lunch numbers rise 5% each year			PES

SUPPORT

4. LEADERSHIP: Statement of intent – To become a 'good school' we must build capacity and continue to improve leadership at every level. We have removed an old culture of a 'senior team' being responsible for everything and are slowly building capacity at the most important level; that of the classroom. Each individual, teaching or non-teaching, must be and is responsible for the job they signed up to do. All staff have a duty to pay the utmost attention to student voice. We will support managers across all areas of the college and create succession plans to allow others to grow into new roles. We live in an area and economic times that place constraints upon recruitment. The positive from this is that we value highly all staff at the college, who, in turn, are embracing the economic well being of our students, town and area. Every member of staff has the right to develop and as a college we will encourage this at every opportunity. Some of this may be remunerated whilst other roles will be for intrinsic value only.

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4.1 Student leadership	A 'happy' college - student centred college	2.4	Needs analysis & action plan including liaison with Caed/Esk & investigating Child-line 'CHIPS'	Systems reviewed and adjusted	Embed all good practice	JJB
		2.8	Learning Centre partly staffed by P16 students on Work Experience	Students working with LC team well	Embed all good practice	AMD/MEW
		2.4	SPOCS completed at each monitoring point for all courses at KS4 and 5	SLG analyse results and write report for ST	Embed all good practice	JDT
		Create a 'teachers for tomorrow' programme offering P16 students the opportunity to be exposed to the teaching profession	Enrol first cohort for Sept 2011 start	Deliver programme to first Yr 12 cohort	Programme moves into Yr 13 and second Yr 12 cohort to begin	KP
4.2 Improve staff stability	People valued and shared values with positive relationship		Put in place a laundry, crèche and ironing scheme (2010).	Extend offer to Caedmon/Eskdale	Review all staff incentives	PES
			Set up staff committee for social events. To include activities for ALL staff			KP
	4.2	3 Staff to be involved in NY leadership college each year			JDT	
	2.4	LT chair and SLG to report to Gov Body meetings	Review arrangements and amend yearly	KP		
	2.10	SLG to report monthly to ST	Review arrangements and amend yearly	KP		
	2.8	Community Cohesion action plan written	Deliver plan	KP		
	2.8	Review of Global school link and write new plan into Community Cohesion plan		KP		

LEADERSHIP

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	High levels of participation and contribution	4.2	Peer observations across subjects to share good practice – coaching scheme	Peer observations drive CPD plan	Embed all good practice	VER
		4.2	Specialism leading T&L developments	Clear links made between Specialism, T & L and CPD plans		JDT
		3.1	Light touch PM observation for some staff	Secure depts. become exempt		JDT
		3.1	Develop a culture of support for subject teachers not achieving a 'good' standard			VER
4.3 Support for staff	Exclusions reduced by 10% each year to a target of no student permanently excluded because suitable provision has been made to secure education within our structure.	2.6	Refurbish isolation room, put in place new system and monitor those involved carefully	Multi – agency work in place for those with several fixed term exclusions	Embed all good practice	JJB
			Start annual questionnaire of all staff and students on level of disruption to learning	Review effectiveness of questionnaire and review as necessary	Embed all good practice	KP
	<u>Ensure Senior Team succession planning and develop Middle Leaders for the future</u>		<u>Run one cohort of each programme</u>	<u>Review fist cohorts and deliver again</u>	<u>Extend programmes for other schools</u>	<u>KP</u>
	<i>Establish a working group to reduce unnecessary bureaucracy</i>	<i>WP 2010</i>	<i>Group established and report written</i>	<i>Implement findings</i>		<i>KP</i>
4.4 Create a Whitby Federation	A single school for learners post KS2 in Whitby, managed by a single governing body and on one site. Continuous progression resulting in improved outcomes for all learners from 11 to old age.	2.1	Headteachers and Governing Bodies to work on a development plan over the next three years for staged implementation by 2013.	Schools create congruent systems and policies. Some posts become "Federation wide" Work with LA on creation of a single, twin site school. Chair of Governors to complete new NCSL training.	Re-organisation of staff roles and plan move onto two sites	KP
		4.3	Embed new shared tracking & support system across the three schools			KP
4.5 Development of middle leadership	New leadership structure for Federation	4.3	Shadow leadership structure	Implement structure	Review structure	KP
	Improved quality of middle leadership	4.3	Programme in place for 6 staff on CPD programme	Review department structures	Increased joint leadership with	JDT

					partner schools	
4.6 Governance	Take advantage of new freedoms in 2010 White Paper	WP 2010	Governors to look at possibilities of reform & write plan – <u>move to 'Outstanding' by 2013</u>	Implement plan	Embed actions	
4.7 Self-Evaluation	Review SEF to focus on 4 key criteria	WP 2010	Rewrite SEF into sections on achievement, teaching, L&M and B&S.	Implement changes across all subject areas.	Embed change and monitor impact.	KP

Whitby Community College
Community Cohesion Action Plan 2010/2011

Issue	Action	Timescale	Outcome	Cost	Monitoring & evaluation
Develop further the education community in Whitby by securing a Federation between WCC, Caedmon and Eskdale schools	Formal consultation during the Autumn term and a single Governing Body in place for 1 January 2011	Dec 2010	More coherent 11-19 curriculum in Sept 2011 and better outcomes for students from then on	None	KP
	Agree joint policies, system and development plan between the 3 schools and implement	Spring 2011			
Promote cohesion between all students in the College, particularly between year groups.	Use whole College activities to promote positive relationships between students in Years 10-13 i.e. fund raising events, concerts, visits	Ongoing	A greater sense of community within the College	£300	LT
	P16 students to support reading in local primary schools	Spring 2011			AMD
	Invite local community to Christmas concert through Tuesday page in the Whitby Gazette	Nov/Dec 2010			HMB
Develop students' knowledge of cultural diversity and increase tolerance towards minority groups.	Increase focus on diversity in subject areas	Summer 2011	Students will gain an understanding of cultural differences	£800	LT
	Use of cross-curricular activities to give students first hand experience of diverse cultures				
Enhance student understanding of global education.	Deliver a 7 country ISA Action Plan which gains British Council approval to move from immediate to Advanced Status	Summer 2011	Students have an increased understanding of the privileged nature of their lives and are given an opportunity to redress the imbalance of equality	£1000	HMB
	Develop and deepen links with the following 7 countries: Sweden, Sri Lanka, Belgium, Germany, Finland, France & Zambia as part of the action plan and curriculum development. Identify sources of funding to enable staff/student exchanges with some of the 7 countries	Dec 2010			
	Establish links with a secondary college in the developing world Increase focus on global education through citizenship				

	<p>and PSHCE</p> <p>Host fact-finding visit from Japanese link to Prof in Kyoto</p> <p>Christmas boxes delivered via aid programme to Children around the developing world</p>				
Encourage the students to give something back to the local community.	<p>Identify local primary school for Swedish/English choir to visit and do a concert</p> <p>Silver Arts Award students to do activity with selected primary school</p> <p>G & T students identify activity to make the focus of an extended project</p>	Autumn 2011	Students feel a sense of giving back to the local community	None	SLM HMB
Develop a greater understanding of the plight of children in economically deprived areas of other countries.	<p>Greater involvement in the Christmas Shoebox Appeal with a target of 100 boxes to be sent to a Romanian orphanage</p> <p>Assembly in College to show the distribution of boxes</p>	Autumn 2010	Students gain a sense that they can make a difference and change things for the better.	£50	AMD
Raise awareness of the sacrifices made by members of the armed forces past and present, particularly those living within the local community.	<p>Series of assemblies around remembrance day accompanied by fund raising for the Royal British Legion and Help the Heroes</p> <p>Involvement of students in local history project funded by National Lottery</p> <p>Students to visit Auschwitz, if places are available.</p>	Autumn 2010 Ongoing	<p>Students are confronted by the reality of sacrifice.</p> <p>They also gain an awareness of the sacrifice made by members of the local community in situations of conflict.</p>	None	AHB IF IF
Increase student pride and concern for the environment within the local community.	<p>Establish a College garden area that gives students an awareness of environmental issues and sustainability.</p> <p>Work with adults with learning difficulties to enhance the College garden</p> <p>Students to develop further recycling within College and continue with our 10:10 campaign</p> <p>Continue involvement with 'Whitby in Bloom' initiative</p>	Spring 2011	Students gain a sense of pride at having made a positive contribution to their community.	£1000	SLM PES

Develop community links on a European scale.	Continue to promote the German and Swedish Exchange visits as a means to deepen cultural understanding. Extend exchange to town twinning Swedish choir to perform at range of local schools to promote links WCC to host G & T workshops in Music Tech for primary schools	Ongoing £1000 (H Collett to run)	Students experience at first hand how our community is connected to Europe and the wider world	£200	HMB BFM
Develop a sense of students belonging to the UK as a national community. Extend students perceptions of their cultural identity.	Organise a visit to London with targeted students	Spring 2011	Students experience at first hand being part of a wider multicultural and diverse community. They also broaden their horizons as regards their own sense of identity	£400	JJB
Improve relationships between the students and users of public transport within the local community.	Work with Arriva Rail and Parents/Carers to establish a travel contract that will be used as a means to encourage responsible behaviour Continue to use P16 students as train stewards	Summer 2011	Fewer reported incidents of inappropriate behaviour on the Esk Valley train line.	None	JJB
Involve the community in College based activities and events.	Use curricular work as a vehicle to develop an understanding of the roles of key members and organisations within the local community	Summer 2011	Students develop respect for the roles played by members of the local community	£200	SLM
Communicate and publicise the College's involvement in the local community through the local media.	Closer links with the Whitby Gazette	Ongoing	Local people are more aware of the positive roles that our students play within the community	None	MEW

Aim & Objective

Under-achieving Students - Action Plan

Issue	Action	Timescale	Outcome	Cost	Monitoring / Evaluation
Improve emotional health	RAG emotional index at 14	May 2011 (annually)	Identification of most at risk and referral to appropriate agency	£500	HJK & LT
Improve physical health	Health profile issued annually. Staff & student questionnaire.	Autumn 2011 (annually)	Identification of those at risk – enhanced PSHCE programme / PE / extended school provision	£500	JJB / AHB / HJK / YH
Increased participation by parents in intervention	Strengthening families programme, parenting classes. Increased use of parenting orders and contracts.	Started Oct 2010 – to be extended in Autumn 2011	Parents informed and empowered to intervene with student behaviour / attendance.	£500	JJB / HJK
Ensure all LDD / SEN/ UA students have personalised action plan	Early identification via Vulnerable Learners register (Y7 – Y13). Whitby collaborative plan personalised learning for most vulnerable. Termly federation SENCO meetings.	Collaborative meets monthly. SENCO mtg – starts Autumn term 2010	Improved identification and planning for most vulnerable students into most appropriate curriculum.	-	JCB / HJK / SLM
Ensure zero tolerance on bullying	Train peer mentors to support students	Autumn 2010	Raise profile and enhance value system	£300	JJB
	Staff training on identification of bullying behaviour	Spring 2011	Staff to have improved awareness and become more vigilant	-	JJB
	Focus on anti-bullying week supported by PSHCE programme	Nov 2010	Raise profile – improve SEAL	-	HJK / JJB / AHB
	Extend use of texting service to report bullying and enhance reporting systems	Autumn 2010	Improved student confidence in reporting and taking ownership of their participation in College community	£50	JJB
	Use of 'circle of friends' for students at risk of bullying	Autumn 2010	Improve self-esteem for at risk students	-	HJK
	Use of post 16 students to check any 'at risk' areas in the College	Autumn 2010	Post 16 students taking responsibility for ethos & values in College	-	JJB / MSA's

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Increase participation by fathers in education	Targeted invitation to specific study evenings	Spring 2011	Increased participation of fathers in small groups	-	JJB / HJK
	Questionnaire to fathers to identify barriers to participation	Spring 2011	Identification of barriers to inform further actions	-	JJB / HJK
	Identified time during consultation evenings for fathers	Autumn 2010	Opportunity for fathers not living in the family home to discuss their child separately	-	JJB / HJK
Increased access for UA / VL to extended schools provision	Identify students eligible for "Me Too" vouchers and evaluate take-up. Interview students who have not participated to identify barriers.	Autumn 2010	Improve take-up on appropriate extended schools activities.	-	HJK / YH
Improved provision of extended schools activities to meet the needs of UA / VL	Introduce off-site provision out of school hours to provide anger management, self-awareness, improved social behaviour for at risk students in small groups	Spring 2011	Improved SEAL and raising self-esteem for VL / UA	Met until Autumn 2011 by 'Me Too' voucher scheme	HJK / YH

DEVELOPMENT PLAN – ABBREVIATIONS

5A*-CEM	5 A*-C GCSE Passes with English and Maths
AUS	A-level value added measure
CMIS	Our Management Information System
CPD	Continuous Professional Development
CVA	Contextual Value Added
E-reg	Electronic Registration
ESW	Educational Social Worker
FFT	Fischer Family Trust
Fu Sk	Functional Skills
GOAL	Interactive Curriculum Progress Assessment
HoS	Head of Subject
IQM	Inclusion Quality Mark
KS3	Key Stage 3
KS4	Key Stage 4
L2L	Learning to Learn
LA	Local Authority
LDD	Learners with disability or difficulty
LP	Lesson Plan
LT	Leadership Team
PA	Persistent Absenteeism
PM	Performance Management
SA/SA+	School Action / School Action +
SAR	Subject Area Review
SEN	Special Educational Needs
SHD	Society Health and Development
SoW	Scheme of Work
SS	Sustainable Site
STEM	Science, Technology, Engineering and Mathematics
T & L	Teaching and Learning
UP3	Upper Pay Scale 3
-VE	Negative impact
VL	Vulnerable Learners
VLE	Virtual Learning Environment

Staff

JJB	Jonathan Bond
SLB	Susan Boyd
AMD	Alison Dimpleby
HJK	Hazel Kirk
SJL	Sam Lee
SLM	Sue Morgan
KP	Keith Prytherch
VER	Vicki Rahn
JDT	Jim Tomlinson