CLYST VALE COMMUNITY COLLEGE

COLLEGE IMPROVEMENT & POST-INSPECTION PLAN

2013-2014

Approved by the Full Governing Body
16 September 2013 and 18 January 2014

Proposed Foci (for 2013-14)	Brief Amplification			Link to CIP Priorities	Link to Principal's Appraisal	Evaluation Dates	Specified Improvement*
To Improve:							
GCSE "Best 8" VA	2014	Y11	Maximise number of students taking 8 GCSEs; improve English progress; all subjects and support mechanisms raise standards. "Every Grade Matters"	1, 4	Best eight value added outcomes;	Tracked each half-term	VA improved on 2013 12% students <8 GCSEs
	2015	Y10	Increase standard offer to 10; review current position of students <8; improve English progress; all subjects and support mechanisms raise standards		Expected progress' measures	March 3rd, June 12th (Monitoring Group)	VA=1000 8% students <8GCSEs
	2016	Y9	Improve Y9 coursing (from 2014); ensure no dropping of subjects; English progress; all subjects and support mechanisms raise standards				VA>1000 5% students <8GCSEs
Outcomes in English Language	Actions as below (page 10), and per English Action Plan Support for literacy and communication skills across all subject areas			1, 4	5+A*-C with En/Ma; 'expected progress' in En	Tracked each half-term; March 3rd, June 12th	Expected progress at least national (70%)
Accountability	Improved clarity, focus on achievement, tighter framework for monitoring and recording at each link in the chain: Governors → Principal; Principal → SLT; SLT → Middle Leaders; Middle Leaders → Teams. Data analysis; action planning and monitoring; targeting underperformance			2,3,4,6,9, 10	Link with SLT to support them with middle leaders over under-performing teachers, and improving outcomes	C,L & T meetings: 23rd January 13th March 1st May 12th June	
Teaching to at least "good", and link to improved outcomes	Improve marking: regularity, quality, emphasis on student corrections, marking for literacy, focus on improved outcomes Increase individualisation of planning and interventions Share good practice: CPD, trios			5,7,8, 13	--	As for "Accountability"; Lesson observations Spring 2014	All teaching to be "good"

Contents

Structure of the Improvement Plan.

The two documents which make up the full Improvement Plan:

1. This document, which summarises the rationale behind the Plan derived from the College SEF, Ofsted Inspection 2013, latest examination results, and expands on the whole-College priorities and targets. To avoid a proliferation of plans and planning, this document incorporates the Post-Inspection Action Plan. As we are likely to be re-inspected in Autumn 2014, this Plan inevitably has the feel of an Action Plan rather than a Strategic Improvement Plan.
2. A second document compiling the Action Plans for each Subject. There are 4 common priorities for each, as well as other priorities determined by the Subject in light of results and other developments.

Key Targets

The ultimate aim is to become an "Outstanding" school. To achieve this, we need to be well above national averages for several key benchmarks (c15% at GCSE, although there is no hard-and-fast ruling on this). To be safely judged as "Good", we would need to be clearly above national averages. However, the 2013 national figures are likely to be slightly higher than 2012, so the target figures given have been adjusted accordingly.

Benchmark	National	CVCC 2013 Results	Minimum Target 2014 Good	Aspirational Target 2014 Outstanding (+15%)
GCSE				
Expected Progress English	67%	62%	**80%**	82%
Expected Progress Maths	68%	80%	**78%**	83%
5+A*-C (En, Ma)	59%	60%	**70%**	75%*
5+A*-C	81%**	73.5%	**85%**	88%
5+A*-G (En, Ma)	95%	93.5%	**96%**	98%
Average Capped Best 8	339	323	**360**	380
Post-16				
A2 Value-Added	0	-2.3	**+5**	+10
A2 Pass Rate (A-E)	98.1%	95%	**100%**	100%
A2 A*-B	52.9%	36.%	**45%**	50%
AS Value-Added	0	+1.0	**+5**	+10
AS Pass Rate (A-E)	88%	84%	**90%**	92%
AS A*-B	59%	26%	**40%**	45%

*This is a little higher than the FFT"D" statistical prediction of 72% which would put us in the top quartile of schools nationally adjusted for intake, gender, ethnicity and socio-economic factors.

**Based on GCSE and equivalent qualifications, many of which will not be included in 2014 data, so national figure may drop.

Main Priorities 2013-2014

Post-Inspection Priorities

		SLT	Gov
1	**Improve progress in GCSE English Language**	KB	SSA
2	**Improve progress at AS and A2**	CD	CD
3	**Improved Progress for Targeted Groups and Subjects: boys; students in receipt of Pupil Premium funding**	All	All
4	**Consistent use of assessment and performance data to improve lesson planning and to inform in-class individual interventions**	DW	JF
5	**Ensure that marking is consistent and supports students' learning and progress**	AG	LS
6	**Improve and increase support and intervention to improve the quality of teaching**	AG	LS
7	**Ensure greater consistency of self-evaluation, monitoring and tracking to improve student progress**	KB	SSA
8	**Improve the precision of evaluation against more focused CIP priorities**	KB	SSA

Additional Priorities

7	**Site Improvements: with contractors, deliver the capital project on time and on budget**	AH	TG
8	**Further Development of the "Schools" System**	PSu	GS
9	**Thinking Schools: introduce and implement "Habits of Mind"**	DW	JF

The Four Common Priorities for All Subject Teams (derived from Post-Inspection Priorities)

	Abbreviated	Priority in full
1	**Teaching**	Improve teaching so that it is consistently good or better , so that most or all students make good progress over time
2	**Assessment for Planning**	Use assessment information so that lesson planning and activities meet the needs of every student, and are appropriately challenging
3	**In-class intervention**	Ensure teaching interventions are closely matched to the different ability levels of individual students and include a range of learning activities that allow each student to make good progress
4	**Marking and Feedback**	Regularly and thoroughly mark students' work, including day-to-day work, giving clear guidance on how students can improve it

Governors' Vision, Ethos and Mission

All developments must be consistent with the College's vision, ethos and mission.

Vision (what we hope for)
- **What students will be**
  - Students who are confident, creative, motivated to learn and who are self aware but equally appreciative of the qualities of others
- **What students will do**
  - Students who will realise their potential, exceed their expectations and play a positive, active and responsible role in society

Ethos (how we do things)

≈ Inclusive	≈ Motivational
≈ Purposeful Co-operative and Considerate	≈ Creative
≈ Happy	≈ Innovative
≈ Co-operative	≈ Challenging
≈ Democratic	≈ Open and honest
≈ Inspiring	≈ Firm but fair
≈ Transformative	

Mission statement

Inspired by our students, our location, our skills and our community, we:

1. enable students of all abilities to make outstanding progress beyond their expected capabilities and so gain the qualifications and skills they need to achieve their potential and aspirations

2. provide inspiring and creative teaching and a curriculum that promotes independent learning, academic excellence and an understanding of the local and global challenges and opportunities that society will face

3. enable students to develop socially and emotionally as individuals, and so gain an understanding of their responsibilities towards society and the positive impact they can make in the world

4. support lifelong learning for everyone in our communities

Adopted by Clyst Vale's Governing Body, June 2011

Key Points and Issues Arising from Recent External Evaluation

[Please refer also to the College SEF]

<u>Statistical Analyses of latest (August 2013) Exam Results</u>
- Overall the results are similar, if a little better, than the 2012 results which secured the "RI" Ofsted judgement
- A2 results are comparable to national averages with a slight improvement to the %A*-B rate. The A-E "pass rate" of 94.7 is below national.
- AS results improved to just above the national median for value-added, %A-E increased 10% to 86%, and %A-B increased to 25%
- GCSE results improved 5% to 60% 5+A*-C(E,M). This is in line with national averages, but below target (68%). 5+A*-C is also in line, but 5+A*-G is below (although explicable)
- Expected progress at GCSE was 62% En, 80% Ma, 69% Sc. English is below the national median, Maths well above and Science above.

<u>OFSTED Inspection, July 2013.</u>

- The overall judgement was "Requires Improvement"
- Achievement, Teaching and Leadership judgements were also "Requires Improvement".
- The judgement for Behaviour & Safety was "Outstanding"
- Issues for Action:
  - Improve teaching to the standard of the best so that it is consistently good or better by making sure that teachers:
    − use assessment information when planning their lessons so that activities meet the needs of each student and are appropriately challenging
    − ensure work is closely matched to the different ability levels of students and includes a range of learning activities that allow every student to make good progress
    − regularly and thoroughly mark students' day-to-day work, giving clear guidance on what students need to do to improve it.
  - Continue to raise achievement, particularly in English and those students supported by pupil premium, so that standards remain above the national averages and students make good progress to be reflected in the summer 2014 examination results.
  - Support middle leaders and managers so that they become more effective in improving teaching and driving up achievement by:
    − ensuring that leaders concentrate on improving all students' progress, particularly in English and the sixth form
    − regularly monitoring the impact of whole-school initiatives on students' learning and progress and making the changes necessary to accelerate students' progress
    − making sure that whole-school policies, particularly relating to marking and teaching and learning, are consistently applied by all teachers
    − providing wider opportunities for teachers to learn from the examples of outstanding teaching to address boys' underachievement

School Improvement Partner Annual Report June 2013

- The SEF is an accurate evaluation of the current provision with robust judgements.
- Attainment is broadly in line with national norms and has improved since 2012.
- Attainment and progress are very high in GCSE mathematics reflecting excellent subject leadership.
- Both achievement and attainment is good when viewed against GCSE data excluding equivalents.
- Two areas of vulnerability are progress in English Language and the needs of the third quartile
- The SAIF monitoring system has enhanced tracking and been more robust in student identification and intervention.
- Behaviour and safety is good with some outstanding features.
- With a very good ethos and broadly good teaching there is a frustration in that the improvement in standards is less rapid than hoped for
- Formal observations of teaching show a high 85 % of good or better lessons but this does not match the data outcomes and suggests that the typical experience is probably nearer 75%
- There is some in school variation across and within subjects in terms of teaching and outcomes.
- Inconsistencies remain in middle leadership despite CPD and improvements to systems
- The new vertical 'schools' system has had a settling in year with some progress but not as yet a significant impact.
- The personal development of Sixth Form students and their support is excellent while outcomes are broadly in line with their ability but there is a need for a greater focus on monitoring Post 16 teaching and learning.
- The school's budget systems are good.

Kirkland Rowell Parents' Survey, January 2013 (117 responses)

- Most happy with Read to Learn, Mathematics and Art.
- Least happy with Product Design, Health & Social Care and Business Studies
- Most happy with school security, control of bullying and caring teachers.
- Least happy with exam results, choice of subjects and school facilities.
- Top priority for improvement is school facilities
- Subjects showing sustained improvement in parental attitudes: Spanish, Food Technology
- Non-academic areas showing sustained improvement: discipline, facilities, security, truancy control, extra-curricular, and community activity.
- On balance, more parents felt their child was "not pushed hard enough" rather than "pushed too hard"
- Top ten parent priorities in order: happiness of child, teaching quality, discipline, developing potential, bullying control, caring teachers, developing confidence, school communication, developing moral values, exam results.

Action Plans →

Priority: Improved progress in GCSE English Language	**SLT Lead: KB; Gov Link: SSA**

Success Criteria.	Achievement of minimum target of 80% 3LP in summer 2014. Gaps halved between boys and girls (57 and 70 3LPs in 2013, gap 13%); pupil premium students and cohort (49 and 62 3LPs, gap 13%). Halving in gap for 4LP to below 10% from 18% in 2013 Increased number of A*-A grades from 14.5% in 2013 to well above national percentage (17.5% in 2013) Evidence of more extended writing in appropriate foundation subjects;adoption of marking policy to support English Revised Read to Learn schemes for September 2014 to support literacy and English more explicitly and effectively

Focus	Actions	Respons-ibilities	Milestones	Resource
2014 Cohort (Year 11 in 2013-14) Min target 80% 3LP	***See also English Action Plan*** Use additional teacher to reorganise groups by ability, including target groups Certificate (iGCSE) for target groups of students Consider entering some students for English only Early entry in November 2013 Complete a second/different Controlled Assessment as appropriate for individual students	VO + En	Sept 2013 Review Jan 2014 Nov 2013 Spring Term	fte teacher exam fees
2015 Cohort (Year 10 in 2014-15) Min target 82% 3LP	Setting by ability Change of specification to Certificate for sets 1-4 Revise course structure and teaching	VO + En	Sept 2013 Sept 2013 From July 2013	New resources: 3 x ½ sets, £500
Future Cohorts	Long term planning and progression Target KS2 Level 4Cs	En	From Sept 2013	
	Increase opportunities for extended writing (all subjects)	SL, teachers		
	Through marking, focus on accuracy of writing, specifically spelling, capitalisation, full stops and topic sentences (all subjects)	SL, teachers		
	Improve and make consistent literacy-based tutorial inputs	CH, tutors		
Pupil Premium students	Please see below. Extension of one-to-one literacy intervention into Year 10 (as well as 8 and 9)	PSu		As below
Y7 Read to Learn	Aligned to English AFs	R2L team		

Monitoring. Through evaluation activities; half-termly data analysis, SAIF, and Link system. SLT Termly review meeting and report to Governors' Monitoring Group.

Priority: Improved progress at AS and A2   **SLT Lead: CD; Gov Link: CD**

Success Criteria.	Achievement of minimum target of +5VA for AS and A2 in summer 2014.
	100% A-E "pass rate" at A2
	Improved A-E pass rate at AS; target 92%, in line with national. Improved A-B rate; target 30%.
	Increased observations and improved recording of Post-16 lessons
	Student exit survey indicates impact of supervised independent study and of focus on clarity of tasks set for independent learning

More appropriate coursing to ensure students succeed	Remove under-performing under-recruiting subjects	SLT	Curriculum decisions Mar 2014; progression Sept 2013 and 2014	
	Increase offer of Quality Vocational provision	SLT		
	Enforce current entry requirement	Ho6		
	Directed supervised independent study	Ho6, SL		
	Discourage under-performing students (in terms of progress) from progressing to A2			
	Revised learning contract (also for A2 students)		Sept 2013	
Develop skills of independent learning	Clear independent learning/homework/research tasks and follow-up	Teachers, SL	From Sept 2013	
	Schemes of work reflect a transition from KS4 to KS5			
	Concerns entered on SIMS	SL		
	Formal mock exams and re-takes if below standard	Teachers		
		CD	Jan 2014	
Monitoring quality of teaching in Post-16	Please see "Leadership & Management" section, below	SL	From Sept 2013	
	Increased and improved focus on Post-16 lessons through observations and drop-ins	SLT (CD,KB)		
	Use of "Headstart", SISRA to complement TPRs	CD, CS		Licence: £250
Student tracking	"TPRs" become half-termly	CD, CS	From Sept 2013	
	TPRs based on two written assessments each half-term			

Monitoring. Through evaluation activities; half-termly data analysis, and Link system. SLT Termly review meeting and report to Governors' Monitoring Group.

Priority: Improved Progress for Targeted Groups and Subjects			SLT Lead: As below	

Pupil premium students				
Success Criteria.	Maintain closed gap for Pupil Premium students in GCSE Maths at 3LP; close gap at 4LP from 9% in 2013. As a minimum, halve gap in English to 6.5% between pupil premium and cohort for 3 and 4LPs Evidence of explicit tracking and monitoring of Pupil Premium students			
Focus	Ensure focused tracking is incorporated within SAIF process Increased staffing in English Increased one-to-one interventions for identified individuals and clarify structures Learning mentor for PP students in KS4	**PSu**	From Sept 2013	As above

Boys, esp' **FSM boys in English; boys' 5AC and boys' progress**				
Success Criteria	Bring up achievement of boys to close gender gap to below 10% in 5A*-C (24% gap in 2013); APS for capped 8+EM (384/429 in 2013); halve 3LP and 4LP gaps in English (above) Robust intervention and changed practice in subjects with evident gender gap			
Focus	Issue for action according to subject results, with focus from SLT Links and monitoring (below) Ensure majority of boys complete 8 GCSE or equivalents: additional opportunities provided in the curriculum	PSu SL, **SLT** **AG, DW, PC**	From Sept 2013 Spring 2013	

Under-performing subjects				
Success Criteria	Subjects improve to a minimum of College average for 3LPs (67% in 2013) and 4LPs (36%)			
English (above) Business PE Spanish History Psychology **SLT Lead:KB**	See also individual subject action plans Through **SLT Link**: - Additional support for action planning - Additional drop-ins, monitoring and coaching - Double frequency Link meetings - Identify opportunities for CPD as appropriate	VO **(KB)** AL **(PC)** JPo **(DW)** DJ,HC **(AG)** HP **(DW)** HE,DW **(CD)**	From Sept 2013	

Monitoring. SAIF has a key role in tracking PP students. Half-termly TPRs to monitor boys' progress and progress of target subjects. Through evaluation activities; and Link system, especially for target subjects. SLT Termly review meeting and report to Governors' Monitoring Group.

Priority: Consistent use of assessment and performance data to improve lesson planning and to inform in-class individual interventions   **SLT Lead:DW; Gov Link: JF**

Success Criteria.	All teaching is at least good Self evaluation activities show that all lessons are differentiated/individualised

Lesson planning to include a variety of activities, diff-erentiated activities and approaches	In-class checking of understanding to determine interventions and appropriate feedback; link to formative marking (below) Planning for *anticipated interventions* (including use of TAs) Monitored through observations, drop-ins and student feedback	Teachers Teachers SLT	From Sept 2013	
In-class interventions, through improved use of AfL information and performance data	Y7-11.Issue baseline data by group on paper SISRA refresher and "Using data → interventions" twilight Impact on *in-class individual interventions*	CS AG, DW Teachers	Sept 2013 Nov twilight From Sept 2013	
	Y12-13. Expectation of two graded pieces per half-term "0-3" mentoring scheme (1→ SL; 2 → tutor; 3 → Ho6) Strengthen mocks, with retakes for underperformers Targeted interventions for students progressing to A2 who have nonetheless underperformed	Post-16 Teachers CD CD and Tutors	From Sept 2013 Jan 2013 From Sept 2013	

Monitoring. Through evaluation activities, especially observations, drop-ins and book scrutiny; Link system. SLT Termly review meeting and report to Governors' Monitoring Group.

Priority: Consistent Marking to Improve Students' Learning and Progress				**SLT Lead: AG; Gov Link: LS**

| Success Criteria. | Policy and procedures established and embedded
Students' work is marked regularly to a good quality with formative comment (at least "EBI")
Evidence shows increased consistency within and between departments
Sustained focus on marking by departments through subject-level action planning and monitoring | | | |

Ensure consistency within subjects	Re-launch and reaffirm marking policy; ensure department policies are consistent with College policy Monitoring through observations and work scrutiny (see below)	SL, Teachers AG, SL	July 2013 From Sept	
Ensure consistent approaches between subjects	Re-launch and reaffirm marking policy; ensure subject areas are consistent through self-evaluation processes, below Monitoring through observations and work scrutiny (see below); broker best practice; use of planned meetings	SLT AG, SL	July 2013 From Sept 2013	

Monitoring. Through lesson observation, drop-ins, book scrutiny and student interviews; subject reviews where appropriate and Link system. SLT Termly review meeting and report to Governors' Monitoring Group.

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Priority: Support and intervention to improve the Quality of Teaching   **SLT Lead: AG; Gov Link LS**

Success Criteria.	All teaching is good or better.
	Teachers who were graded 3 in Ofsted or 2013 appraisal are supported and encouraged to become grade 2 at least.
	Staff evaluation of "Trios" is very positive, indicating that good practice has been shared and ideas are being transferred

Share good practice	Promote subject leaders' networking and collaboration with other schools (priority to underperforming subjects) SISRA refresher and "Using data → interventions" twilight Establish compulsory "Trios" peer observations and sharing of good practice (disaggregate 6 January training day) SLT act as "brokers" of good practice	SLT/AG	As opps arise Nov 2013 Autumn Term From Sept 2013	CPD costs: course fees, supply Trios cover costs
Use Appraisal to raise expectations and standards SLT Lead: KB	New appraisal and pay policy Criteria within appraisal policy reflects Teacher Standards and where appropriate issues arising from Ofsted 2013 Briefing for appraisal reviewers Review statements identify CPD support required	KB, Govs KB KB KB, SLT	Sept 2013 Sept 2013	
Addressing under-performing teachers/ middle leaders	Revise lesson observation forms to include above foci, identify firm gradings, and encourage greater consistency Reduce SLT teaching loads to increase observations, coaching, support and monitoring for middle leaders in addressing own or teacher underperformance Dependent on needs of teacher/middle leaders: -Paired lesson observations between SLT and MLs -Link SLT member supports Subject Leader: monitoring, review meetings, coaching -Link SLT monitors teacher, targets, identifies CPD (includes trios, visits) Teachers identified as RI in Ofsted 2013: -SLT de-brief using Ofsted grade descriptors -Paired Appraisal observation with SL -Allocation to "trio" including an outstanding teacher (Ofsted 2013) -Enhanced monitoring by SL	AG, DW PC SLT SLT, SL	July 2013 Sept 2013 As appro-priate	0.5fte teacher Sept-Oct 2013

Monitoring. Through evaluation activities; specific evaluations of CPD activity; and Link system. SLT Termly review meeting and report to Governors' Monitoring Group.

Priority: Greater consistency of self-evaluation, monitoring and tracking to improve student progress

SLT Lead: KB; Gov Link: SSA

Success Criteria.	Reintroduction of Governors' Monitoring Group leads to improved judgement on Governance in re-inspection
	Significant increase in SLT monitoring activity evidenced through lesson observation and drop-in records
	Evidence from subject self-evaluation and action planning of greater consistency between departments
	Further refinements to the SAIF process

Improved Governor understanding and monitoring of performance	Re-establish Termly Governors Monitoring Group; focus on tracking and action plans Reaffirm Governor Links and Monitoring Visit Forms; half-termly visits Consultancy to quality assure action planning and review leadership Standing Item on CL&T to receive an update on Improvement Plan progress HMI-led session on RAISE-online	Governors	Sept 2103 Nov 2013 Nov 2013 On-going Dec 2013	
Increase SLT direct involvement in monitoring	As noted elsewhere, increased leadership time for coaching, monitoring and support Minimum target of 2 formal lesson observations per teacher (c 140) Improve record-keeping of observations and drop-ins	SLT SLT	From Sept By May 2014	0.5 fte teacher
Develop Heads of Subject in monitoring and self-evaluation	Strengthen agendas for link meetings Promote subject leaders' networking and collaboration with other schools (priority to underperforming subjects) Develop self-evaluation schedule, and guidance to support self-evaluative activities at department level	SLT SLT, AG AG	From Sept 2013 Sept 2013	CPD costs: course fees, supply
Reduce within-subject variations in student progress	Consistent department monitoring regularly through exam results, appraisal and tracking to identify student underperformance and provide departmental monitoring/support; intervention; referral as appropriate. Share good practice within team.	SL, SLT	From Sept 2013 and as appropriate	

Monitoring. Through evaluation activities; half-termly data analysis, SAIF, and Link system. SLT Termly review meeting and report to Governors' Monitoring Group.

Priority: More precise evaluation against more focused CIP priorities   **SLT Lead: KB; Gov Link: SSA**

Success Criteria	Evidence of improved, more focused and more effective action planning Link meetings and combined Link meetings support more focused and effective implementation of action plans (evidenced from documentation and qualitative feedback from subject leaders)

Ensure focused priorities and consistency in action planning	Improved guidance and support for action planning through Links Improved focus in subject action plans, with a clear emphasis on teaching, learning, and progress	SLT	Sept 2013 and subsequent monitoring	
All link meetings focus on action plans and TPR data	Review, rotate and confirm links Tighten "agenda" for link meetings, aligned with framework for self-evaluative activities at subject level Link reports standing item on SLT agenda Termly combined Link meetings (by SLT member) to aid consistency and sharing of good practice	SLT	July 2013 Throughout year	
Improved monitoring of the quality of teaching	Increase in number of lesson observations and drop-ins Quantitative tracking of graded lessons and termly review of statistics Maintain evidence of monitoring and quality As above, cycle of self-evaluation activity	SLT, SL	From Sept 2013	

Monitoring. Through Link system. SLT Termly review meeting and report to Governors' Monitoring Group.

ADDITIONAL PRIORITIES				SLT Lead: AH; Gov Link: TG		
Site Improve-ments	Capital Project of 2-storey building. Internal imp-rovements		Deliver project on time and within budget according to project milestones. Tenders August 2013, build start Oct 2013, handover Aug 2014 Relocate Humanities, MFL, Science, PE and ICT(some).	AH, KB, Govs AH	Various Summer 2014	£2.4m capital funding

				SLT Lead: PSu; Gov Link: GS		
Consolidate and Develop "Schools" System (Year 2)	Stabilise staffing; Adjust after review of 2012-13		Appoint two permanent Heads of School Continually review and adjust SAIF to ensure improvements in student tracking Improve verticality: increase Sixth Form involvement, develop student mentoring. Improve horizontality: ensure focus is sustained on year-based needs and activities where appropriate Develop inter-School activities and competitions Reconfigure working spaces and relocate PSu to closely monitor and improve working practices	KB DW,PSu PSu, HoS AH	Jan 2014 From Sept 2013	Fte teacher & TLR 1a Jan-Aug 2014 Schools budget

				SLT Lead: DW; Gov Link:JF		
Thinking Schools	Sustain developments of this key 6-year initiative	All years	Maintain and encourage use of cognitive tools, and induct new colleagues Introductory CPD on "Habits of Mind" for all staff Implementation of Habits of Mind and monitoring through existing provision. Evidence of significant increase in use from September 2013 to July 2014.	DW, TS Team DW All	From Sept 2013 Sept 2013	Training Day cost

Monitoring. Kept under on-going review by SLT Lead and SLT. Regular reports as part of the meeting cycle of Governors' committees: Site to Finance & Premises; Schools and Thinking Schools to Curriculum, Learning & Teaching.

Summary Costs of Key Priorities Forming Improvement Budget

Costs are largely hidden. Improved planning, teaching, intervention, monitoring, tracking are all part of colleagues' job descriptions. Need doing better. Not complex and expensive new initiatives.

Theme/ Priority/ Strategic Priority	Description of Likely Actual Costs	Cost (est.)	Total Imp Bud	Budget Line (Improvement budget unless stated otherwise)
Progress in GCSE English Language	Appointment of fte teacher (2 yr contract)	25000		Staffing
	Exam fees for November entry	1000		
	Resourcing Certificate course	2500	3500	
Progress at AS and A2	Headstart licence	250	250	
Under-performing subjects	Support fund to facilitate improvements of £1500 per subject	9000	9000	
Progress for Pupil Premium students	Appointment of fte teacher, as above			
	One-to-one intervention	29000		Pupil Premium
	Learning Mentor	3500		Pupil Premium
Lesson planning and differentiated activities				
In-class individual interventions				
Consistent marking				
Support and intervention	Governors' Contingency Fund	8000	8000	
	0.5 fte to provide monitoring and support time for SLT	13000		Staffing
	CPD costs to facilitate networking, school visits, courses as appropriate	3000	3000	
	Cover costs to facilitate "trios"	3000	3000	
Self-evaluation to improve student progress	CPD costs to facilitate networking, school visits, courses as appropriate	3000	3000	
Precise evaluation against more focused CIP priorities	External Consultancy on Leadership	2000	2000	
Site Improvements: capital project	Capital Project	£2.6m		EFA Academies Capital Fund
"Schools" System	Appointment of Head of School, Jan 2014 (additional to budget)	36,500		Staffing
	Dedicated budget for the four Schools	6000		Separate Budget
Thinking Schools "Habits of Mind"	September Training Day Cost	1200	1200	
	Contingency		2050	
	TOTAL	**142,700**	**35000**	

Appendix A: Student Numbers

Student numbers for September 2013, correct at 05.09.13 [NB usually, these remain a little fluid until the end of September]

Year	Boys	Girls	Total	PAN
7	84	71	**155**	182
8	65	80	**145**	174
9	86	82	**168**	168
10	78	96	**174**	168
11	87	78	**165**	168
12	51	74	**125**	
13	35	36	**71**	
Total	486	517	**1003**	

The striking feature with exam performance in mind for the future is the fluctuation in gender-unbalanced year groups. Year 8 is a demographic oddity in the local area in general, and next year's Year 7 is similarly lower in number. Sixth Form numbers are healthy and represent an increase for the third year in succession at this point, although likely to drop a little by the time of the official census in October. So, even with more effective marketing we are likely to see a further small decline in numbers in 2014-15, before a demographic recovery in 2015-16.

Appendix B: Budget Summary 2013-14

Clyst Vale Community College - Income/Expenditure Report

Includes all known staffing changes and NI changes as at 21st June 2013

Income				
Nominal	**Ledger**	**Description**	**2013 - 14**	**2014 - 15**
1		6th Form Allocation	835,915	827,556
2		Insurance	20,300	20,300
3		Local Authority Central Spend Equivalent Grant (LACSEG)	152,250	142,660
4		Pupil Premium & P16 Bursary	111,000	111,000
5		Rates	17,710	17,533
6		School Budget Share (SBS)	3,739,256	3,701,864
1-6		Total General Annual Grant (GAG)	4,876,431	4,820,913
7-9		Total Other DfE grants	373,211	433,211
Total Revenue Income			**5,249,642**	**5,254,124**

Expenditure				
Nominal	**Ledger**	**Description**	**2013 - 14**	**2014 - 15**
15		Total Staffing	4,371,538	4,400,861
17		Total Staff development	15,000	15,000
24		Total Maintenance of premises & occupancy costs	242,648	237,648
27		College Improvement Plan	30,000	30,000
33		Total Educational supplies, resources and services	436,479	436,479
39		Total Non educational supplies and services	263,892	263,892
Total Revenue Expenditure			**5,329,557**	**5,353,880**

In Year Surplus / (Deficit)			**(79,915)**	**(99,756)**

Surplus / (Deficit) Brought Fwd	353,271	273,356
Cumulative Surplus / (Deficit) C/Fwd	273,356	173,600

Appendix C: Glossary & Abbreviations

AF	Assessment Focus (used to deconstruct National Curriculum programmes of study)
AS, A2	AS level, and A2 constitute the Year 12 and Year 13 components of A-Level
AtHoS	Assistant to Head of School
B&V	Beliefs & Values: Religious Education and Religious Studies within Clyst Vale
CIP	College Improvement Plan
College Council	Elected student council
CSW	Careers South West: Independent Careers Service
CPD	Continuing Professional Development: generic term for training activities
Cranbrook	Name of the new settlement proposed between Exeter Airport and Rockbeare
CVCC	Clyst Vale Community College
DP	Deputy Principal
FL	Foundation Level (L1 course, equivalent to GCSE D-G)
FSM	Free School Meals
G&T	Gifted & Talented
GCSE	General Certificate of Secondary Education
Giraffe House	Centre of the College, a large room with high ceiling !
H&S	Health & Safety
Headstart	Software programme to calculate targets and value-added at Post-16
HMI	Her Majesty's Inspector: a school inspector
HOS	Head of School
Ho6	Head of Sixth Form
HSC	Hearing Support Centre
iGCSE	International GCSE (now called "Certificate"). Former international qualification which state schools are now permitted to enter students.
IAG	Information, Advice and Guidance
ICT	Information & Communication Technology
ISV	In-School Variation (of attainment between subjects)
Key Stage	Division of educational age for assessment purposes
KS3/KS4	Key Stage 3 (Years 7 to 9)/ Key Stage 4 (Years 10 & 11)
KPI	Key Performance Indicator

L&M	Leadership & Management
LDP	Learning & Development Partnership (Devon joint venture company offering educational services, some of which we purchase)
Link	Member of SLT with oversight of a subject or area of the College
LLC	(Local) Learning Community: former Academic Council, the eight Primary Schools in Clyst vale's catchment area
LPs	Levels of progress (National Curriculum levels)
ML	Middle Leader: generic term for Heads of Subject and Heads of Year
NC	National Curriculum
OFSTED	Office for Standards in Education
PAN	Planned Admission Number
PP	Pupil Premium. Government additional funding for students who are in care and/or have been eligible for FSM in the past 6 years
PPA	Planning, Preparation and Assessment time; guideline minimum 10% of a teacher's time, i.e. 4 periods PPA in a 40 period allocation/ fortnight;
PSD	Personal and Social Development (timetabled lesson taught by form tutor)
RE	Religious Education (now known as "Beliefs and Values")
RI	"Requires Improvement". Ofsted judgement 3, formerly "satisfactory"
SAIF	Student Achievement & Intervention Forum; replaces Gradewatch (Sept 2012), half-termly after-College meeting to track individual students and monitor interventions
SEN	Special Educational Needs
SENCo	Special Needs Co-ordinator
SEF	Whole College Self-Evaluation Form; subject SEF is a similar internal document at subject level
SIMS	School Information Maintenance System, the College's computer management system
SIP	School Improvement Partner (External advice and support on school improvement and performance management)
SISRA	Student Information System for Raising Achievement: web-based performance data analysis package
SL	Subject Leader
SLT	Senior Leadership Team (Principal, Deputy, Assistant Principal, College Manager)
SSAT	Specialist Schools and Academies Trust
STEM	Science, Technology, Engineering, Maths (both subjects, and integrated initiative)
SoW	Scheme of Work
T&L	Teaching and Learning
TLR	Teaching & Learning Responsibility payment
TPR	Termly Progress Report
Trio	Grouping of three teachers to engage in peer observation, with the aim of sharing good practice, promoting effective classroom practice, and developing reflection
Twilight	3.30 – 5.15 CPD session for teaching staff; one disaggregated training day → 3 twilights

Appendix D: Staff and Governor Initials

Staff

AG	Adrian Green, Vice Principal
AH	Ann Hopkins, College Manager
AL	Andy Luscombe, Head of Business
CD	Chris Dormand, Deputy Principal (Post-16)
CS	Cathy Sharkey, Data Manager
DJ	Head of Spanish
DW	Dave Walters, Deputy Principal and Psychology
En	English Team
HC	Helen Coley, Head of MFL
HE	Helen Elliott, Psychology
HoS	(Heads of School): Allen Bailey, Chen Battishill, Con O'Brien (temp), Richard Forbes (temp)
Ho6	Head of Sixth Form (CD)
HP	Heather Padden, Head of History
KB	Kevin Bawn, Principal
MB	Michelle Barratt, Head of Maths
PC	Paul Colin, Deputy Principal
PSu	Paul Sutton, Deputy Principal
SL	(Subject Leaders)
SLT	(Senior Leadership Team)
VO	Viv Oldfield, Head of English

Governors

CD	Cathy Durston
GS	Gina Stroud
JF	Jonathan Farnhill, Vice Chair
LS	Levon Stephan
SSA	Simon Sanger-Anderson, Chair
TG	Teresa Grieve