

SCHOOL DEVELOPMENT PLAN

2016 – 2019

DATE

September 2016

VERSION

3



“Learning is an adventure. It has the power to enable everyone, no matter what their background or relative advantage or disadvantage, to bring about unique and personal revolution in their lives. It is through education that people grow the capacity to develop themselves and to support others in doing so.”

The greatest gifts that we can give the students of Northumberland Park School are the skills and self-confidence to learn throughout their lives and to make a difference in their community.

We are a good school moving to outstanding

Outstanding

- The quality of teaching, learning and assessment is outstanding.
- All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.
- The school’s thoughtful and wide-ranging promotion of pupils’ spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.
- Safeguarding is effective.

(Overall effectiveness Ofsted Framework September 2016)

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September 2016

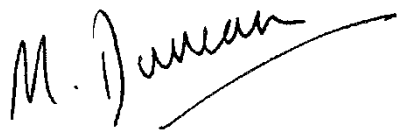
Dear Colleague,

Welcome to the start of a new academic year 2016 – 2017.

The purpose of this booklet is to outline the key priorities of Northumberland Park Community School for the academic year 2016-2017, so that we are able to understand and play an active role in the development of Northumberland Park and its work. We will need to contribute all our enthusiasm, skill and commitment so we can deliver this challenging agenda.

The governing body, senior and middle leaders will review the progress we make each term so that we can remain on track to achieve the outcomes we have set ourselves.

We look forward to building our successes and work to sustain even greater improvements for our students on our journey to an 'outstanding school'.

A handwritten signature in black ink that reads "M. Duncan". The signature is written in a cursive style and is positioned to the left of the printed name and title.

Monica Duncan
Headteacher

IMPLEMENTATION AND MONITORING OF THE PLAN

The Headteacher and Governors, along with the Senior Leadership Team, are responsible for the leadership and oversight of the plan. The focus is distributed leadership with an emphasis on collegiality and shared accountability. The development of leadership at all levels within the school is integral to the plan's implementation.

Each of the strategic priorities will be supported by a relevant plan with clear responsibilities and key performance indicators which will be regularly monitored. The Performance Appraisal objectives of every member of staff will be clearly linked.

The progress of the plan is monitored through line management and self-evaluation cycle, is reviewed and updated annually as part of the overall process of school self-evaluation and review. This is an on-going cycle which involves staff, students, parents and governors working together to revisit our vision and values which both informs and evaluates our work.

The Governing Body will monitor the plan through the half-termly Headteacher's report as a standing agenda item '**Journey to Outstanding - School Development Plan 2016-2019 Update**' presented at every full Governing Body meeting as well as presentations to the Curriculum and Standards or Finance Personnel and General Purpose Committee.

THE FOLLOWING PAGES CONTAIN THE OPERATIONAL PLAN 2016 – 2017

**PLEASE NOTE THESE PLANS ARE WORKING DOCUMENTS, WHICH ARE REVISED AND UPDATED VIA SLT
LINE MANAGEMENT MEETINGS, ELT MEETINGS AND ACADEMIC BOARD MEETINGS**

THE PLANS ARE RAGGED (COLOUR CODED) HALF TERMLY

RED (Incomplete) AMBER (Started/Pending) GREEN (Complete)

THE EVALUATION COLUMN IS UPDATED EVERY HALF TERM (1-6)

STRATEGIC PRIORITY AREAS: 2016 – 2017

	OBJECTIVE		SLT LEAD	LINK GOVERNOR
1.	Outcomes for Students	OfS	DSP/RLI/VWE	FM
2.	Leadership and Management	LM	MDU	MW
3.	Assessment for Learning	AfL	DSP/RLI/VWE	FM
4.	Quality of Teaching, Learning and Curriculum	TLC	RLI/NME/VWE	BF
5.	Behaviour for Learning, Personal Development and Welfare	BLPD	CRC	PD/LF
6.	Resources and Environment	RE	BST/YBI	JF
7.	Community Engagement and Partnerships	CEP	SLT	MW
8.	Good Governance	GG	MDU	MW/FM

OPERATIONAL PLAN 2016 – 2017

1. OUTCOMES FOR STUDENTS

Benchmark Targets for Current Cohorts						
Cohort 16-17		Year 7	Year 8	Year 9	Year 10	Year 11
KS2 Mean	APS (School)		26.2	25.7	24.7	23.5
Attainment 8 Y11 Target			C	C	C-	D+
Progress 8 Y11 Target			0.5	0.5	0.5	0.5
Eng.Target	APS in Y11		42.2	41.9	41.6	40.7
Eng.Target	A*-C % in Y11		75	70	69	66
Mat.Target	APS in Y11		44.0	43.1	43.1	42.1
Mat.Target	A*-C % in Y11		78	75	75	71
English & Maths	A*-C % in Y11		70	65	60	60

Post 16 targets

Aim:

Sustain NEET targets and tracking of students post 16

Intended Outcome:

0 unknowns,
no more than 2 NEET

SUBJECT EXAMINATION TARGETS 2017

Subject	Percentage		Mean
	A*-C	A*-A	
Art	70	10	39
Business Studies	60		34
Child Development	70	5	40
Computer Science	100	50	49
Construction	100% Pass		
Drama	70	10	41
English Language	70	10	39
English Literature	70	10	39
Food	70	10	40
French	80	10	41
Geography	70	10	40
Graphic Products	75	10	40
Hairdressing	100%		
History	70	15	41
Hospitality			29
IT GCSE	70	5	40

Subject	Percentage		Mean
	A*-C	A*-A	
Maths	70	15	40
Media GCSE	70	10	40
Music Technology	100		36
PE	70	5	41
RE GCSE	100%		70
RE EL	100%		
Resistant Materials	50		34
Science - Physics	100	20	45
Science - Core	50		34
Science - Additional	80	5	40
Science Foundation	100%		
Sociology	80	10	42
Spanish	70	20	39
Sport	100%		32
Textiles	60	10	36

Attendance:

Year 7 - 97% (97.5%) Year 8 - 97% (97.5%) Year 9 - 97% (97%) Year 10 - 96% (96%) Year 11 – 96.5% (96%)

2015/2016 - Overall percentage 95% and PA 3.93%

Punctuality:

Year 7 – 2% Year 8 – 2% Year 9 – 2% Year 10 – 2.5% Year 11 – 2.5%

Exclusions:

No more than 1 permanent exclusion
Reduce fixed term exclusions to no more than 80 (146)

Parent/Carer Satisfaction:

90% of parents/carers to express overall satisfaction with the school's provision and support through a parental survey.

*() denotes figures from academic year 2015-2016

AIM	SPECIFIC RESOURCES REQUIRED	INTENDED OUTCOME	MONITORING/EVIDENCE
LEADERSHIP AND MANAGEMENT			
<p>LM 1</p> <p>SLT/HoFs/HoDs demonstrate high quality leadership and management of their areas</p>	<p>School calendar meeting time</p> <p>INSET days</p> <p>Line management meetings</p>	<p>1 Leadership has a strong impact in improving the quality of teaching and accelerating students' progress and student's behaviour for learning. Leaders sustaining high quality leadership and teaching through line management, performance appraisal and coaching.</p> <p>2 Identify leaders in all teams to ensure sustainability</p> <p>3 Targets identified through PA and middle leader development plan.</p> <p>4 Appropriate training put in place.</p> <p>5 Implementation of the 'Spidergap 360' feedback</p>	<p>PA Interim meetings</p> <p>Line management and team meetings</p> <p>Department/Faculty outcomes</p> <p>Annual report to governors</p> <p>LLD referrals</p> <p>Exclusion figures</p>
<p>LM 2</p> <p>Expand Teaching and Learning coaching programme to tailor 'challenge and support' to continually monitor and improve the quality of teaching to consistently outstanding</p>	<p>T& L team member attending Challenge</p> <p>Coaching, mentoring and accountability of middle leaders</p> <p>Partners QA reviewer training</p> <p>Observation data</p> <p>Simple confidential coaching request systems</p> <p>Time to support</p> <p>QA review with Challenge Partners</p>	<p>1 Data to identify staff that require coaching and support</p> <p>2 To develop the use of Triads and lesson study to build capacity and expertise with particular focus on TS1, TS4, TS5</p>	<p>RLI</p> <p>Sept 2016 – July 2017</p> <p>Coaching records</p> <p>Feedback and evaluation from those involved.</p> <p>Observation database.</p> <p>Coaching records</p> <p>Observation database</p>

AIM	SPECIFIC RESOURCES REQUIRED	INTENDED OUTCOME	MONITORING/EVIDENCE
<p>LM 3</p> <p>To ensure external CPD 2015-16 is disseminated and impacting on T &L in the classroom i.e. LILAC, CP, Prince Trust subject or targeted staff, to enhance the quality of all students' extended writing.</p>	<p>Sept 2016 – July 2017</p> <p>6-weeks (2 hours) each term</p> <p>'Talk for Writing' training</p>	<p>To raise awareness and improvement strategies for EAL teaching, leading to improved teaching and student progress</p>	<p>RLI/NME</p> <p>Programme Plan</p> <p>Evaluation sheets</p> <p>Improved progress and attainment for EAL students</p>
<p>LM 4</p> <p>Achieve the NACE Challenge Award to validate our provision and quality of learning experience for MAT students</p>	<p>NACE membership</p> <p>Enhanced package buy in from NACE</p> <p>Meeting Time</p>	<p>1 Review the scope and quality of MAT provision within the framework's context of challenge and high standards for all</p> <p>2 Plan for improved MAT provision school wide</p> <p>3 NPCS works towards gaining the NACE Challenge Award for our work with MAT students</p>	<p>VWE/MC</p> <p>Sept 16 – Jun 16</p> <p>NACE framework</p> <p>Monitoring documents across all elements</p> <p>Line management meetings</p> <p>DGPs/learning walks</p> <p>AP data captures</p> <p>NACE framework documentation</p> <p>Records of line management meetings</p> <p>Lesson observations</p> <p>Student outcomes/Student progress data</p> <p>Student voice</p> <p>Assessor identified</p> <p>Link governor visits and learning walk</p> <p>Visits to other schools</p>

AIM	SPECIFIC RESOURCES REQUIRED	INTENDED OUTCOME	MONITORING/EVIDENCE
<p>LM 5</p> <p>Well-being team development priorities:</p> <ol style="list-style-type: none"> 1. To introduce the Haringey Health and Well Being Programme to NPCS. 2. To develop a Coaching Programme to help staff identify factors, which may inhibit their well-being and then develop a personalised coping strategies. 3. To ensure the bi-annual staff well-being survey takes place in order to capture and review staff voice. 	<p>Sept 2016- on-going</p> <p>Meeting time</p> <p>Time in whole school staff meetings</p> <p>Inset day to deliver feedback</p>	<ol style="list-style-type: none"> 1 Have the three development priorities as a standing item on all department meeting agendas. 2 Staff to feel that the development priorities have improved. 3 A positive experience is communicated in all exit interviews. 	<p>Well-being Team Department minutes</p> <p>Well-being Team minutes</p> <p>Bi-annual staff survey</p> <p>Exit interviews</p>

AIM	SPECIFIC RESOURCES REQUIRED	INTENDED OUTCOME	MONITORING/EVIDENCE
ASSESSMENT FOR LEARNING			
<p>AfL1</p> <p>Maintain robust intervention at KS3 to secure good and better progress for all students and groups and contribute to strong, continuous curriculum from Years 7-11.</p>	<p>See Whole School and Departmental Self Review cycle</p>	<p>1 Predictions, KS3 RAP meetings, SEF, AP ½ termly tracking</p> <p>2 Gap analysis and intervention to close gaps supported by effective use of 4matrix</p> <p>3 Teachers & support staff consistently monitor their students' progress and act where progress is insufficient</p> <p>4 ACs/AACs to monitor students with insufficient progress following RAP meetings</p>	<p>Academic and Pastoral Board</p> <p>Exam results analysis for staff and Governing Body and Curriculum and Standards meeting</p> <p>AB and department monitoring</p> <p>Student Voice</p> <p>RAP meetings</p> <p>See Whole School Self-Review Cycle</p> <p>SLT Presentations</p> <p>Exam analysis</p> <p>Exam Review meeting minutes</p> <p>RAP, AB, Department and Line Management minutes</p> <p>Assessments linked with programmes of study</p>
<p>AfL2</p> <p>Maintain robust intervention at KS4 to secure good progress for all students and groups.</p>	<p>See Whole School Self-Review Cycle</p> <p>Visit other schools Sharing good practice/resources INSET time</p> <p>Examination board inset</p>	<p>1 KS4 RAP meetings – to make explicit how to intervene effective, track and monitor progress</p> <p>2 Gap analysis and intervention to close gaps supported by effective use of 4matrix</p> <p>3 Teachers & support staff</p>	<p>Academic Board</p> <p>Exam results analysis for staff and Governing Body and Curriculum and Standards meeting</p> <p>AB and department monitoring</p> <p>Student Voice</p> <p>RAP meetings</p>

AIM	SPECIFIC RESOURCES REQUIRED	INTENDED OUTCOME	MONITORING/EVIDENCE
		<p>consistently monitor their students' progress and act where progress is insufficient</p> <p>4 Subject Leaders systematically monitor progress (incl. key groups i.e. PP WB BC boys, match of students to achieve both English and Maths)</p> <p>5 ACs/AACs to monitor students with insufficient progress following RAP meetings</p> <p>6 ACs/AACs have relevant CPD to support their monitoring of progress</p>	<p>SLT Presentations</p> <p>Exam analysis</p> <p>Exam Review meeting minutes</p> <p>RAP, AB, Department and Line Management minutes</p> <p>Assessments linked with programmes of study</p> <p>Year 11 Intervention Plan</p> <p>'Hit Your Target' Programme</p>
<p>AfL 3</p> <p>Extend focused monitoring of student progress across KS3:</p> <ul style="list-style-type: none"> • Calendared RAP meetings for all subjects across KS3 which inform focused departmental monitoring • Use of consistent approach of DTT model across all subjects at KS3 	<p>Sept 2016-Jul 2017</p> <p>Calendared Meetings</p> <p>Use of staff from KS3 Intervention Team to provide mentoring as required</p>	<p>1 Consistency across departments in monitoring student progress</p> <p>2 Profile of target students raised thereby closing gap in attainment and progress in KS3 and into KS4</p>	<p>Academic Board</p> <p>Line Management Meetings</p> <p>Governors' Curriculum and Standards</p> <p>Performance Appraisal</p> <p>RAP documentation</p> <p>Data Capture Points</p> <p>Mentoring Notes</p> <p>Department meeting minutes/Line Management Meeting Minutes</p>

AIM	SPECIFIC RESOURCES REQUIRED	INTENDED OUTCOME	MONITORING/EVIDENCE
<p>AfL 4</p> <p>Increased monitoring of more able across both KS3 and KS4 to raise standards and improve the quality of teaching</p>	<p>Sept 2016-Jul 2017</p> <p>MC – use of registration time to mentor MAT (MC not a form tutor?)</p>	<p>1 Raised profile of MAT co-ordinator: including attendance at department meetings to support delivery of CPD4</p> <p>2 All of MAT cohort have personalised progress profiles</p> <p>3 All MAT students have regular access to a mentor to support their learning and liaise with parents</p> <p>4 Clear profile of progress of MAT students at data capture points</p> <p>5 Monitoring process ties in with RAP meetings with timely follow up and action planning with students</p>	<p>Academic Board</p> <p>Line Management Meetings</p> <p>Governors' Curriculum and Standards</p> <p>Performance Appraisal</p> <p>RAP documentation</p> <p>Data Capture Points</p> <p>Mentoring Notes</p> <p>Department meeting minutes/Line Management Meeting Minutes</p>
<p>AfL 5</p> <p>Progress Criteria are aspirational but not limited by minimum targets</p>	<p>See Whole School and Department Self Review Cycle</p>	<p>1 Student SLT interviews to establish if /how they are supported or stretched and whether work builds on prior learning</p> <p>2 Audit student perceptions of progress in lessons</p> <p>3 Monitor progress data and moderation/ standardisation processes</p>	<p>AP ½ termly tracking</p> <p>Student Voice reports</p> <p>Annual Curriculum/Pastoral reports to governors</p> <p>SLT presentations</p>

AIM	SPECIFIC RESOURCES REQUIRED	INTENDED OUTCOME	MONITORING/EVIDENCE
TEACHING, LEARNING & CURRICULUM			
<p>TLC 1</p> <p>To further raise the quality of teaching and learning to consistently good and or outstanding through students' work evidencing good+ 'progress over time' and outstanding dialogical marking</p>	<p>July 2017</p> <p>PA meetings/reviews DGP cycle 16/17</p>	<p>1 Consistently good teaching by every teacher</p> <p>2 To ensure targeted support plans provide personalised intervention support for any staff below good.</p> <p>3 Whole school training on 'evidencing progress' in books.</p> <p>4 Conduct DGP cycle</p>	<p>RLI/T&L team/ SLT</p> <p>Self review cycle</p> <p>Reporting outcomes to Curriculum and Standards committee</p> <p>Increased percentage of outstanding teaching</p>
<p>TLC 2</p> <p>Meet the challenges of curriculum change at both key stages to ensure that the NPCS curriculum continues to improve students' attainment and meets the academic, cultural and personal needs of all students.</p>	<p>See Whole School Self-Review Cycle</p> <p>Whole school training time (INSET, CPD, meeting time and twilights)</p> <p>Examination Board specifications including associated briefings</p> <p>Capitation costs (new course materials)</p> <p>Accelerated Reader programme</p> <p>Ongoing development</p> <p>Attendance at National Networks to shares strategies</p>	<p>1 Further development of a 'spiral' curriculum across KS2 - KS4.</p> <p>2 Departments continue to review curriculum to ensure all students are stretched and prepared for the demands of future study.</p> <p>3 Subject leaders to ensure schemes of work are closely focused on subject specifications differentiated and matched to half termly assessments points.</p> <p>Departments ensure that gaps in learning are made up and more able students, in particular, are challenged further.</p>	<p>NME</p> <p>Development of departmental resources - Schemes of Work</p> <p>Continued review of available pathways within the curriculum offer.</p> <p>Self-review cycle records / Line Management meeting records</p> <p>Department / Academic Board minutes</p> <p>Parent guides</p> <p>Student voice</p>

AIM	SPECIFIC RESOURCES REQUIRED	INTENDED OUTCOME	MONITORING/EVIDENCE
		4 Development of overall NPCS curriculum documentation at all key stages. i.e. Parent guides, home learning, subject overviews, option booklets	
<p>TLC 3a</p> <p>Providing a challenging curriculum and learning experience for the more able, that will accelerate their rate of progress</p>	<p>Scrutiny of more able student's work systematically built in to departmental strategies and actions. Checked by senior line managers.</p> <p>Student interviews</p> <p>Engagement with parents to promote and support independent learning outside of school</p> <p>Department time – to embed stretch and challenge activities and independent learning opportunities within schemes of work.</p> <p>Coaching of individual staff members</p>	<p>1 Increased number of high grades i.e. A*/A (see page 8)</p> <p>2 Curriculum stretches and challenges all students throughout, incorporating a structured development of skills across key stages.</p> <p>3 Department develop schemes of work and resources to enhance independent learning and stretch the most able students.</p> <p>4 Students and parents are engaged with opportunities to enhance learning and skills outside of school.</p> <p>5 Students are confident and independent learners developing skills through regular planned opportunities and support both in and out of school.</p> <p>6 Promote independent learning skills for students</p>	<p>MC/VWE/ T&L Team</p> <p>Whole School Self Review cycle</p> <p>AP cycle</p> <p>DGPs/Learning Walks</p> <p>Evidence from work scrutiny</p> <p>Student and parents views</p> <p>T&L coaching records</p> <p>M&E of more able achievement by teachers, leaders senior leaders subject leaders;</p> <p>New Schemes of Work</p> <p>Parent Guides and independent learning materials on school website</p> <p>Challenge group set up – Jan 2016</p>

AIM	SPECIFIC RESOURCES REQUIRED	INTENDED OUTCOME	MONITORING/EVIDENCE
		7 Springboard alumni students to be mentors for current MAT cohorts	
<p>TLC3b</p> <p>Providing a challenging curriculum and learning experience for the most able, that will accelerate their rate of progress</p>	<p>Sept 2016-Jul 2017</p> <p>Staffing for Shine MA school</p> <p>Meeting time for Challenge group (led by MC)</p>	<p>1 Establishment of Shine Saturday School for MA students</p> <p>2 Review of testing arrangements within the SHINE programme</p> <p>3 Review of Shine’s assessment and reporting arrangements for all stakeholders</p> <p>4 Development of school’s website to promote extended learning and challenge</p>	<p>NME/DLI/VWE/MC</p> <p>Line Management Meetings</p> <p>Governors’ Curriculum and Standards</p> <p>Performance Appraisal</p> <p>JRE/Members of challenge group</p> <p>Data capture points</p> <p>Student voice</p> <p>Line Management Meeting Notes</p> <p>School Website</p>

AIM	SPECIFIC RESOURCES REQUIRED	INTENDED OUTCOME	MONITORING/EVIDENCE
<p>TLC 4a</p> <p>Enhance acquisition of literacy skills through whole school approach to 'talk for writing', promotion of reading and developing oracy for all students.</p>	<p>See Whole School Self-Review Cycle</p> <p>Use of staff training (twilights) and meeting time to develop focus across the year.</p> <p>Develop "talk for writing" through core team across the curriculum</p> <p>Visit to other schools</p>	<p>1 Basic skills improve and students are better prepared for examinations.</p> <p>2 Departments develop strategies within schemes of work to deliver 'talk for writing' (with a particular focus on formative assessment).</p> <p>3 Whole school Reading and Writing Policy adopted and effectively implemented to raise standards of literacy.</p> <p>4 To ensure our students are literate, confident and well-prepared for their future.</p> <p>5 Becoming a talk for writing school</p>	<p>NME</p> <p>Learning walks/Work scrutiny – focus on adoption and impact of strategies</p> <p>Feedback from staff and students</p> <p>Whole School/Department Self-evaluation cycle</p> <p>Accelerated Reader progress in reading ages</p> <p>Weekly learning spotlight</p> <p>Tutorial programme/routines</p>
<p>TLC 4b</p> <p>Enhance acquisition of numeracy skills through whole school approach through maths curriculum and promoting of numeracy across the school activities, competitions and drop-down days.</p>	<p>See School Calendar and tutorial programmes</p>	<p>1 All students have a good experience of the application of numeracy across the curriculum and beyond school</p>	<p>JPA/RLI</p> <p>Minutes of curriculum meetings</p> <p>Feedback from staff and students</p>

AIM	SPECIFIC RESOURCES REQUIRED	INTENDED OUTCOME	MONITORING/EVIDENCE
<p>TLC 5</p> <p>Review and further develop EAL provision across the school</p>	<p>Visit other schools</p> <p>Sharing good practice/resources INSET time</p> <p>Review EAL structure and staffing</p>	<p>1 Strengths of current system identified and built upon</p> <p>2 Improved baseline testing and progress tracking procedures</p> <p>3 Increased EAL support for students across the curriculum through teaching and the knowledge and skills of support staff</p> <p>4 Improved student outcomes</p> <p>5 Improved reporting links between EAL intervention and mainstream curriculum</p> <p>6 Improved staff confidence in teaching EAL learners in mainstream lessons</p>	<p>NME/LBR</p> <p>AP data for both students receiving induction and those within 3 years of arrival</p> <p>Report to governors</p> <p>EAL progress tracking meetings</p> <p>Whole School Self Review Cycle</p> <p>AB and Department minutes</p> <p>Stakeholders voice</p>

AIM	SPECIFIC RESOURCES REQUIRED	INTENDED OUTCOME	MONITORING/EVIDENCE
<p>TLC 6</p> <p>Further embed SEN provision to meet requirements of SEN funding.</p>	<p>Further staff training on differentiation and effective use of TA support in lessons.</p> <p>Review Differentiation department structure</p>	<p>1 Wave 1 teaching meets student's needs through effective teaching and support</p> <p>2 TA deployment to ensure that support is consistently effective in maximising students' progress and improving the overall quality of teaching.</p> <p>3 SEN students making tracked progress</p> <p>4 Positive parent and student voice at parent consultation sessions</p> <p>5 Improved attendance</p>	<p>NME/LBR</p> <p>TA timetables</p> <p>Tracker used to analyse progress</p> <p>See Whole School and department Self-Review Cycle</p> <p>Student's books</p> <p>SIMs</p> <p>Observation database</p> <p>DGP outcomes</p> <p>TA training</p>
<p>TLC 7</p> <p>Establishment of a KS3 Intervention team</p>	<p>Meeting time with intervention team members</p> <p>Engagement with parents to support learning within and beyond school</p> <p>Student voice</p> <p>Curriculum Map</p>	<p>1 Provide intervention across KS3 for identified cohorts and individuals</p> <p>2 Coordination of resources across core subjects</p> <p>3 Ensure no gaps in provision – links with SEN and More Able</p> <p>4 Vertical mentoring of some identified students facilitated through house structure opportunity for KS4 students to act as mentors</p>	<p>Academic and Pastoral Board</p> <p>Line Management Meetings/department meeting minutes</p> <p>Governors' Curriculum and Standards</p> <p>Performance Appraisal and CPD</p> <p>Data capture points</p> <p>Student voice</p> <p>Line Management Meeting Notes</p>

AIM	SPECIFIC RESOURCES REQUIRED	INTENDED OUTCOME	MONITORING/EVIDENCE
BEHAVIOUR FOR LEARNING, PERSONAL DEVELOPMENT AND WELFARE			
<p>BLPD 1</p> <p>Further embed effective strategies for teachers to challenge and change rare instances of low-level disruption (LLD) to ensure all students are actively engaged in lessons and their learning.</p>	<p>Behaviour management strategies for teachers especially those identified from previous year's data/requesting support</p> <p>Regular use of data to identify patterns and individual students.</p> <p>Challenge 'passive learning'</p>	<p>1 Data to indicate a significant drop in LLD</p> <p>2 Identified students readily engaging with support and more actively involved in learning</p> <p>3 To provide emotional support for Y7s during the 1st term of the academic year.</p> <p>4 To provide additional support in lessons for Y7s & 8 in order to ensure attendance to all lessons which will have a positive impact on their progress</p> <p>5 Independent students ownership of progress</p>	<p>CRC/PAs/SSP</p> <p>Through weekly student data reports</p> <p>Assemblies</p> <p>SIMS – referral and RC data</p> <p>Weekly Line management meetings</p> <p>SSP Meetings</p> <p>See Whole School Self-Review Cycle</p> <p>Governing body minutes</p>
<p>BLPD 2</p> <p>Introduce and embed a House System for the whole school. To celebrate our culture of working together, diversity etc</p>	<p>Whole School Self-Review Cycle</p> <p>The promotion of events throughout the year.</p> <p>Time for House meetings</p> <p>Staff participation</p>	<p>1 To enrich the life of Northumberland Park students through developing and leading a successful programme of house events that promotes leadership, responsibility, enterprise, healthy competition and team work.</p> <p>2 Strong identification by students with their house.</p>	<p>CRC and HoHs</p> <p>School Calendar</p> <p>Staff bulletin</p> <p>Newsletters</p> <p>Assemblies</p> <p>SIMS</p> <p>House meetings</p> <p>SSP Meetings</p> <p>Competitions</p>

AIM	SPECIFIC RESOURCES REQUIRED	INTENDED OUTCOME	MONITORING/EVIDENCE
<p>BLPD 3</p> <p>To further develop engagement with parents to ensure they are able to fully support and be involved in student progress outside of school and buy into our aspirations.</p>	<p>Parent Guides produced for each year group.</p> <p>Development of school website – independent learning support materials for all curriculum areas</p> <p>Develop clear programme for engagement</p> <p>Home Learning published on schools website via 'Show My Homework'</p>	<p>1 Parents are able to support students' learning at home.</p> <p>2 Improved engagement with, and effectiveness, of homework in improving achievement.</p> <p>3 Development of independent learning skills.</p> <p>4 Themed evening held for parents within each year group.</p>	<p>AC/AAC/JBA/CRC/NME</p> <p>Parents' views sought at Parent's Evenings</p> <p>Weekly check of student planner</p> <p>Attendance at evening events</p> <p>Website usage levels for Show My Homework</p> <p>Questionnaire responses and other records of feedback</p>
<p>BLPD 4</p> <p>To develop a drop down day – careers related event for all year groups 7 – 11</p>	<p>Planning time</p>	<p>All students to participate in a careers event</p>	<p>DLI/JKI</p> <p>Line management and Team meetings</p> <p>Reports</p> <p>School Calendar</p> <p>Termly newsletter</p> <p>Student feedback</p>

AIM	SPECIFIC RESOURCES REQUIRED	INTENDED OUTCOME	MONITORING/EVIDENCE
<p>BLPD 5</p> <p>To embed the NPCS Student Pledge</p>	<p>To map and cost opportunities across the five-year curriculum</p>	<p>1 Identify range of experiences which facilitates each student's NPCS experiences meeting the pledge</p> <p>2 Ensure increased opportunities and equity of experiences for all students</p>	<p>School calendar</p> <p>Online system for tracking student involvement</p> <p>All visits and opportunities are tracked to ensure equity for all</p> <p>Termly newsletter</p> <p>Year/House assemblies</p>
<p>BLPD 6</p> <p>Students, staff & families are aware of online dangers and online safety is prioritised</p>	<p>Prevent training materials</p> <p>CPD training</p> <p>Internet controls</p>	<p>1 All staff, students and families are aware of online dangers and know how to stay safe online</p> <p>2 Schemes of Learning/policies around online safety are reviewed to ensure that they are up to date and relevant</p> <p>3 Assembly programme includes key information about online safety and how to report concerns</p> <p>4 Website & Student Planners includes key information about online safety and how to report concerns</p> <p>5 School MIS complies with requirements regarding online safety Internet security regularly checked</p>	<p>Governors and SLT</p> <p>Assembly calendar</p> <p>Annual Internet safety week</p> <p>Safeguarding policies review</p> <p>Training records</p> <p>Meeting minutes</p>

AIM	SPECIFIC RESOURCES REQUIRED	INTENDED OUTCOME	MONITORING/EVIDENCE
<p>BLPD 7</p> <p>To support students' and families' emotional well-being supporting the personal development of students and their families</p>	<p>Sept 2016 – Jul 2017</p> <p>SSP Meeting time</p> <p>Attendance at case conferences</p> <p>Meeting with practitioners</p> <p>Whole staff training</p> <p>Meetings with School Counsellor</p>	<p>1 Annual SSP report developed for analysis, impact and referrals</p> <p>2 Mental health included in PSHE and assemblies programme</p> <p>3 Development of mental health policy</p> <p>4 School Counsellor extending provision to family support workshops</p> <p>5 Staff awareness of mental health improved</p> <p>6 All stakeholders know where to seek advice</p>	<p>CRC</p> <p>Referrals, action and impact</p> <p>Meeting time</p> <p>Workshop programmes</p> <p>Training programme</p>

AIM	SPECIFIC RESOURCES REQUIRED	INTENDED OUTCOME	MONITORING/EVIDENCE
RESOURCES AND ENVIRONMENT			
<p>RE1</p> <p>Review options to maximise the effectiveness of teaching and learning delivery and attract and retain the best staff and their implications in the context of future available resources</p>	<p>Time for review for SLT</p>	<p>Teaching and learning delivery is based on best value and staff are nurtured and supported</p>	<p>BST</p> <p>Review completed</p> <p>Agreed recommendations implemented</p>
<p>RE 2</p> <p>Review of support staffing and resources and ongoing development plan to deliver maximum efficiency and impact on standards in the context of future needs and funding</p>	<p>Time for review for SLT and SENCO</p>	<p>Support staffing and resource functions are identified, communicated and acted upon</p>	<p>BST</p> <p>Review completed and acted upon</p> <p>SEN/D students' progress is good+</p> <p>Agreed recommendations implemented and shared with staff</p>
<p>RE 3</p> <p>Review and develop partnerships that can maximise resources for capital development to provide a safe, positive learning environment</p>	<p>Time for review and contributing to planning of learning environment</p> <p>Meetings with partners</p> <p>Time for writing bids</p> <p>Meet with leaders from other schools who have experienced this process successfully</p>	<p>New sources of capital are identified and accessed to provide capital development</p>	<p>BST</p> <p>Meeting minutes</p> <p>New funding streams identified</p> <p>New funding streams accessed</p>

AIM	SPECIFIC RESOURCES REQUIRED	INTENDED OUTCOME	MONITORING/EVIDENCE
<p>RE 4</p> <p>Review and develop a plan to maximise income and opportunities for external funding</p>	<p>Time for review and planning</p> <p>Subscriptions to fund finder services</p> <p>Time for writing bids</p>	<p>New sources of funding are identified and accessed to provide project specific or general funding for school development</p>	<p>BST</p> <p>New funding streams identified</p> <p>New funding streams accessed</p> <p>Bids submitted</p> <p>(Autumn and Spring term)</p>
<p>RE 5</p> <p>To sharpen curriculum financial planning in light of national changes</p>	<p>Sept 16 – Apr 17</p> <p>Training for Financial team</p> <p>Staff training on budget management</p>	<p>1 A balanced budget that does not impact on student outcomes</p> <p>2 To maintain high quality community education programmes</p>	<p>BST</p> <p>Reports to SLT and governors' FP&GP committee</p> <p>Governing body meeting minutes</p>
<p>RE6</p> <p>Improve the use of school software including use of email system amongst students to ensure their safety</p>	<p>Time and specific inset</p> <p>Parent good re parents too and student ICT clinics to support use</p> <p>PSHE and ICT lessons</p>	<p>1 Audit of current provision and engagement</p> <p>2 Improved use of school software by all students including using ICT to assist and enable communication</p> <p>3 Improved student outcomes</p> <p>4 Review of software spend</p> <p>5 Improved parental used of software</p>	<p>NME/SLICT group</p> <p>Report to SLT , AB and Governors</p> <p>Student and teacher voice</p> <p>Report on use of names software products</p> <p>Learning walks</p>

AIM	SPECIFIC RESOURCES REQUIRED	INTENDED OUTCOME	MONITORING/EVIDENCE
COMMUNITY ENGAGEMENT & PARTNERSHIPS			
<p>CEP 1</p> <p>Sustain our partnerships, engagement and outreach work with our bank of local and national programmes.</p>	<p>Meeting time</p> <p>PSHE lessons</p> <p>Tutor Time</p>	<p>All students gaining experience in:</p> <ul style="list-style-type: none"> • the world of work, further and high education • Mentoring programmes • Working with our Primary Network Learning Community (NLC) • Participating in our annual 'Be the Change' Day • Developing their NPCS student pledge portfolio 	<p>Academic and Pastoral Board</p> <p>Line Management and Team meeting minutes</p> <p>Celebration events</p> <p>Newsletter articles</p> <p>Student feedback</p>
<p>CEP 2</p> <p>Generate a vision for a hub of educational excellence at the core of Tottenham regeneration and seek recognition by the LA, private development partner and the local community of having a central role in Tottenham regeneration by exploring</p>	<p>Meeting time with LA</p> <p>Private development partner</p> <p>Community groups</p> <p>Business and Enterprise</p> <p>Highgate School Outreach team</p>	<ol style="list-style-type: none"> 1 The new school building as the centre of the community 2 The potential for development as an all age school 3 Joint relocation with the Vale school 4 Partnership with other primary providers 5 Development of enterprise and business partnerships 6 Development of post 16 linkages and partnerships including independent school links, Highgate College of Academic Excellence and the National College for Digital Skills 7 Development of traded services to support and nurture partnership working and local enterprise 	<p>Sept 16 – Jul 17</p> <p>Governors & SLT</p> <p>Meeting minutes</p> <p>Presentations to Governing Body, SLT, Staff, Students and Parents</p>

AIM	SPECIFIC RESOURCES REQUIRED	INTENDED OUTCOME	MONITORING/EVIDENCE
GOOD GOVERNANCE			
GG 1 Ensure Governors challenge the leadership to ensure excellent outcomes for all	Meeting time Training	1 Governors linked to key areas within the curriculum, supporting accountability of those areas 2 Optimise the role of Committees to ensure comprehensive strategic monitoring in all key areas.	Governors' Year Plan Visit reports Student outcomes Governors' meeting minutes
GG 2 Align GB meeting aims to the school's strategic plan to deepen knowledge and understanding of their responsibilities.	Governors' meetings and training School visits NGA monthly updates	1 Annual governors' audit to identify any gaps in governing body knowledge 2 Governors fully aware of and planning for the local and national picture	Governors' meeting minutes Training records
GG 3 To make a decision on joining a multi-academy partnership and implement it	Sept 2016 – Apr 2017 Governors' Strategy Day Meetings	1 To research prospective MATs 2 Establish working group 3 To devise an action plan that includes all stakeholders 4 Proceed with next steps following consultation	Governing body meeting minutes Working group meeting minutes

AIM	SPECIFIC RESOURCES REQUIRED	INTENDED OUTCOME	MONITORING/EVIDENCE
<p>GG 4</p> <p>Achieve Governance, Leadership and Management (GLM) Quality Mark for School Governance</p>	<p>Meeting time with: CoG/VCoG Clerk SLT members Governing body</p>	<p>1 Ready for assessment June 2017</p>	<p>Pre assessment visit</p>

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Area of responsibility	Actions to be taken	Outcome	Evidence	Update Annually
Leadership and values	<ul style="list-style-type: none"> • Creation of a ‘Statement of Values’ that respects learner and staff diversity, encourages freedom and openness and promotes learner voice • Development of rigorous recruitment policies which include core school values • The lead governors and senior leaders with responsibility for safeguarding the risk of extremism/radicalisation meet half termly to be updated on school data • Radicalisation and extremism are recognised as risks and inform up to date risk assessment • Promotion of ‘Educate Against Hate’ (http://www.educateagainsthate.com/) website, taken from Education Minister, Justine Greening via website, parent evening packs, PSHE lessons and PTA 	<ul style="list-style-type: none"> • A safe learning environment is created across the school, behaviours which harm the ability of different individuals and groups to work together are challenged • All new staff are aware of the school’s expectations and subscribe to its values • The school leadership takes ownership of extremism and radicalisation concerns and appropriate oversight is provided • Extremism/radicalisation is considered as a risk at a leadership level within the organisation with concerns relating to hate crime/harassment, extremism and radicalisation being reported promptly to SMT or the designated governor. 	<ul style="list-style-type: none"> • NPCS website. • SDP • SEF • Whole Staff training • Safeguarding briefing all new staff by Headteacher • AHT INSET to deliver training to staff autumn term 16/17 • Governors training – Spring 2016 • Safeguarding Training especially new additions to Prevent training from September 2016. 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓
Working in Partnership	<ul style="list-style-type: none"> • Creation of a single point of contact for radicalisation and extremism issues internally and arrangements to 	<ul style="list-style-type: none"> • School communications and the sharing of concerns relating to extremism or radicalisation are coordinated effectively 	<ul style="list-style-type: none"> • Safeguarding policy. 	<ul style="list-style-type: none"> ✓

Area of responsibility	Actions to be taken	Outcome	Evidence	Update Annually
	coordinate information sharing between different agencies are in place. <ul style="list-style-type: none"> • Development of links with other model schools and agencies • Development of links between the school, Safer Schools Police officers and Community Safety Policy Officer (LA Prevent Co-ordinator, Leon Joseph) 	<ul style="list-style-type: none"> • The school is able to benefit from existing best practice and resources including British Values • The school shares information and is able to access statutory assistance where necessary to support vulnerable individuals 	<ul style="list-style-type: none"> • LA Safeguarding & Prevent training, Jan Trust. 	✓
Training	<ul style="list-style-type: none"> • Development and implementation of PREVENT within the schools training plan to increase awareness • Radicalisation and extremism awareness training in the school's annual Safeguarding training programme 	<ul style="list-style-type: none"> • All staff have access to training that gives them the knowledge and confidence to identify children and young people at risk of being radicalised and understand referral pathways and have the confidence to challenge extremist ideas • All understand what is meant by the terms radicalisation and extremism and are comfortable sharing concerns about signs of radicalisation and extremism sensitively 	<ul style="list-style-type: none"> • Prevent training by Leon Joseph, Haringey • JAN Trust Staff Training, PREVENT Coordinator – 18th May and 26 June 2015 • Governor's Training – 21st May 2015 • CPD records. • CPD annual training programme. 	✓ ✓ ✓ Further whole staff training to take place in Spring term (Autumn term for new staff November 2016)
Safeguarding and Risk Assessments	<ul style="list-style-type: none"> • Inclusion of radicalisation and extremism within safeguarding policy and procedure including a reference to 	<ul style="list-style-type: none"> • All are aware of the safeguarding procedure and that radicalisation is included within it • A whole school approach is taken to the 	<ul style="list-style-type: none"> • Safeguarding policy and procedures. 	✓

Area of responsibility	Actions to be taken	Outcome	Evidence	Update Annually
	the Channel process <ul style="list-style-type: none"> • Inclusion of a whistleblowing mechanism within the safeguarding procedures • Inclusion of governors, contractors and visitors within the safeguarding procedures 	support of children who may be vulnerable to radicalisation <ul style="list-style-type: none"> • Staff feel confident and protected in raising any concerns which may place the safety of learners at risk • Children are protected whilst they are in school and on school related visits or activities • They have the knowledge to make informed decisions 	<ul style="list-style-type: none"> • SCR • Educational visit forms risk assessments. 	✓ ✓
Developing resilience	<ul style="list-style-type: none"> • Include activities within the existing curriculum to enhance student and learner resilience and knowledge, internet safety sessions and activities to improve critical thinking skills and reasoned debate • Raise awareness and confidence amongst staff and governors about the importance of critical thinking skills • Raise awareness of all staff and children about their personal responsibility for internet safety • All staff and governors receive appropriate training to educate and develop the principals of mutual respect, tolerance and democratic participation • Opportunities to promote values are 	<ul style="list-style-type: none"> • Children develop good critical engagement skills and understand how to verify information online and the reasons why they should • Children feel comfortable sharing their views and any concerns they have about behaviour or information online – they know how to keep themselves on the internet • All are aware of their individual responsibilities especially related to British Values of tolerance and respect. • All children are encouraged to respect others with particular regard to faith and culture • Children understand what the school values mean in practice 	<ul style="list-style-type: none"> • PSHE curriculum • NPCS curriculum map. • Assembly programme. • NPCS learning passport. • RE and IT curriculum. • Assembly programme. • Global calendar. • Be The Change Day. • Newsletter. 	✓ ✓ ✓ ✓ ✓ ✓ ✓

Area of responsibility	Actions to be taken	Outcome	Evidence	Update Annually
	<p>embedded in the curriculum and within enrichment activities</p>			
Curriculum and 'e' safety	<ul style="list-style-type: none"> • Inclusion of reference to terrorist and/or extremist material within ICT code of conduct, together with protections for legitimate study of this material • Appropriate filtering is in place to ensure that staff and children are unable to access terrorist and extremist material online through school systems 	<ul style="list-style-type: none"> • Children and staff understand what terrorist/extremist material looks like and are confident to share concerns through the appropriate processes if they do encounter access to this material • Children and Parent/Carers understand the risks attached to accessing terrorist and extremist material online and the schools duty and process in these areas • Children are safe from accessing extremist or terrorist materials whilst using networks and devices in school. Parents know how to do this on their computers at home through information on our website. 	<ul style="list-style-type: none"> • E Safety • E Safety policies and consent forms. • E-safety week • Filtering. 	<p>✓</p> <p>✓</p> <p>✓</p>
School Environment	<ul style="list-style-type: none"> • Development of appropriate policy guidance in school lettings policy governing events organised by staff, children or visitors on school premises • Clear guidance on governing the display of materials internally at the school • Clear protocols to manage the layout, access and use of any space provided for the purposes of prayer 	<ul style="list-style-type: none"> • The school does not host events or speakers or support charities conducive to, terrorism • A safe learning space is created, avoiding the display of inappropriate materials • Prayer and contemplation space is accessible to all staff and children and the school is able to manage any risks associated with the space 	<ul style="list-style-type: none"> • Lettings policy. • Prayer group for staff and students. 	<p>✓</p> <p>✓</p>

Area of responsibility	Actions to be taken	Outcome	Evidence	Update Annually
Training	<ul style="list-style-type: none"> Prevent online training for new staff and governors in Autumn term 	<ul style="list-style-type: none"> Interfaith Week Training 	<ul style="list-style-type: none"> Training attendance records 	

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Initial used on the SDP	Name	Job title	
MDU	Monica Duncan	Headteacher	
MCL	Mike Clayden	Bursar	
CRC	Cecil Cameron	Assistant Headteacher – Students Personal Development and Well Being	
DSP	David Spring	Director of Academic Services	
YBI	Yvette Birchell	Business Manager – Facilities and Students Services	
RLI	Roseilee Linton	Assistant Headteacher – Teaching, PA, CPD and KS4 QA	
DLI	Diane Liversidge	Partnerships and Lifelong Learning	
JBA	Jenny Bailey	Community Education Manger	
NME	Nuriye Mertcan	Assistant Headteacher- Learning, Curriculum and KS3 QA	
MC	Mike Catsis	More Able and Talented Coordinator	
JRE	Jermaine Rennalls	Marketing and Communications Systems Officer	
EBO	Eileen Bolton	Accelerated Reader Coordinator	
AB	Academic Board	SEN	Special Educational Needs
AP	Assessment Point	SHINE	Support and Help in Education
AR	Accelerated Reader	SLT	Senior Leadership Team
BT	British Telecom	SSP	Student Support Services
CA	Controlled Assessment	T&L	Teaching and Learning
CPD	Continuing Professional Development	TA	Teaching Assistant
CWK	Coursework	WRL	Work Related Learning
DGP	Developing Good Practice		
ELT	Extended Leadership Team		
FE	Further Education		
FSM	Free School Meals		
GB	Governing Body		
HEBP	Haringey Education Business Partnerships		
HoDs	Head of Department		
HoFs	Head of Faculty		
IAG	Information, Advice and Guidance		
INSET	In Service Training day		
ITT	Initial Teacher Training		
KS3	Key Stage 3		
KS4	Key Stage 4		
LILAC	Languages in Learning Across the Curriculum		
LLD	Low-level Disruption		
LM	Line Management		
o/s	Outstanding		
PA	Performance Appraisal		
PIXL	Partnerships in Excellence		
PREVENT	Preventing Radicalisation/Tackling Extremism		
RAP	Raising Attainment in Pupils		