HUNTINGTON SCHOOL, YORK

School Development Plan 2017-2020

STATUS: Ratified at the Full Governing Body meeting 14 June 2017

CONTENTS

Huntington School's Purpose is…
To inspire confident learners who will thrive in a changing world.

Huntington School's Values
We expect all members of our school community to value: **Respect, Honesty and Kindness**, and believe in the limitless potential of people.

We want to work in an emotionally intelligent school where people acknowledge the fallibility of the human condition and have the imagination to understand how their actions will impact upon, and be perceived by, those they affect.

VISION 2022

In 2022 Huntington will be a school where we have **students making exceptional progress** in their studies way beyond what even they themselves think they are capable of making, where we can be as sure as we ever can be that all our students set off into the world with the personal skills and aptitudes to thrive and a set of examination results of which they can be proud.

In 2022 Huntington will be a school where we have a **challenging, inclusive curriculum**, one which is built upon the foundations of reading, writing and arithmetic, and is shaped according to what our students need to know, understand and do in order to thrive for the rest of their lives.

In 2022 Huntington will be a school where we have a **highly functioning Pastoral system**, one where our pastoral and academic systems operate seamlessly together as one to ensure that every child at Huntington has a champion.

In 2022 Huntington will be a school where we have the **highest expectations of students and ourselves**, where every student, no matter his or her starting point, is expected to work as hard as he or she can, and behave as well as he or she can, without qualification.

In 2022 Huntington will be a school where we have **truly great, evidence-based teaching & learning**, where we have collaborated as a whole staff on finding out what works and we evaluate our practice regularly against what we know works.

In 2022 Huntington will be a school where we have the **very best training programme for our staff**, where every single colleague has a high quality development programme mapped out for them the moment they begin working at our school.
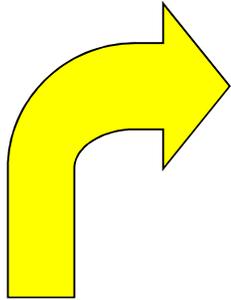
In 2022 Huntington will be a school we have **the unqualified support of our parents**, where parents have the highest aspirations for their children, where they work with us, not against us, in educating their children.

In 2022 Huntington will be a school where we **cherish wellbeing**, where every single one of us is wholly committed to our work, but has time to enjoy life beyond Huntington School, with family and friends, so that the school/home balance is in true harmony and we embody a celebratory, sustainable approach to life.

In 2022 Huntington will be a school where we have a **core set of values** that we live by, where our core values – Respect, Honesty and Kindness – direct our every interaction to the point where they are woven through us like the words in a stick of rock.
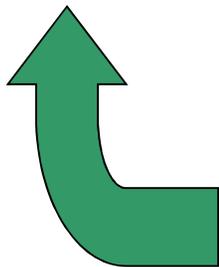
In 2022 Huntington will be a school where we have the **highest reputation**, one we genuinely deserve, where our excellence is manifest, where we are working at the heart of a MAT, our Research School is leading national developments in teaching & learning, and the best teachers and support staff want to come and work here – and students from all around want to come and learn here – because they *know* they will thrive.
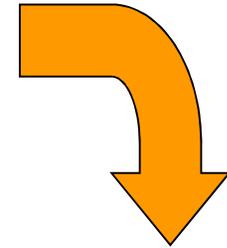
THE SCHOOL'S SELF EVALUATION CYCLE

September/October:
- Examination Results Analysis & Remedial Action – TLF Plans;
- Evaluate SDP success criteria;
- Performance Development Cycle ends/begins.

**On-going Self Evaluation:
Subject; House; Whole School; underpinned by the up-dating of TLF plans, and SLT/SL & House Line Management Meetings.
All Self Evaluation informs the fiscal year SDP.**

June:
- Revised SDP published.

November/December:
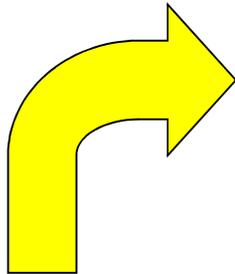- Implementation of Departmental TLF plans continued.
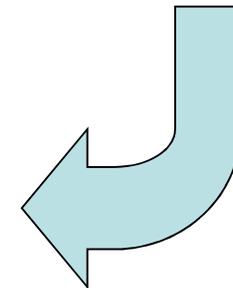
January – March:
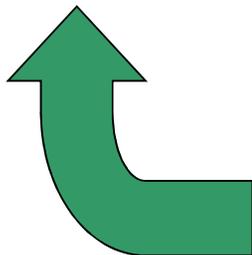- Whole School planning & consultation;
- External QA visit.

October – July: Developmental Activity

GOVERNORS' MONITORING CYCLE

September Meeting:
- Examination Results Headlines.

On-going monitoring through:
FGB: SDS 1/2, ADs;
Buildings & Grounds: SDS 1/2, ADs;
Teaching & Learning: TLDS 1/2/4, SDS1;
Finance: SDS 1/2, TLDS 3, ADs;
Student Performance: TLDS 1/2/5/6, CDS1;
Staffing: TLDS 3, ADs;
Fulfilling Statutory Duties;
Policy Review Cycle across Committees.

November Meeting:
- Analysis of Results & Evaluation of SDP
- UPS and PD review
- Progress on current cohorts;
- Up-dated SEF.

June Meeting:
- Ratify revised SDP;
- Predictions for current cohorts;
- External QA visit report;
- Staffing;
- Review Pay Policy.

February Meeting:
- Progress on current cohorts;
- Staffing.

March Meeting:
- Whole School Planning & consultation.
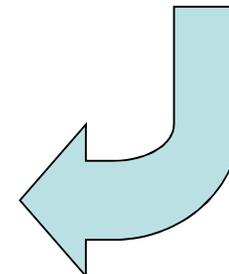
The work of the School supported by Link Governor visits & Subject TLFs

Overview of General Success Measures 2017-2020

1. Our headline Key Stage 4 and Key Stage 5 national success measures will place us in the top 10% of comparable schools in both the EEF and DfE results tables for 2017 and 2018, with a +0.5 P8 score at KS4.

2. We will see our students hit our overall progress targets as detailed in Appendix 1.

3. All teaching will be rated at least good, with at least 40% of teaching rated truly great at the end of each Performance Development cycle.

4. Our Family of Schools developments will ensure that our transition process builds securely upon our students' primary school experience of learning and pedagogy.

5. Our Key Stage 3 students will continue to thrive as a result of their curriculum experience making them increasingly independent, engaged and motivated to succeed as they move into Key Stage 4.

6. Our students will continue to have a positive attitude to reading, and numbers will be a genuine source of fascination as we raise students' numeracy skills further.

7. Our teaching & learning strategies will be developed by high quality, evidence-based CPD which will meet the new national CPD standards, and help us to recruit and retain the very best teachers.

8. We will have a school where our values of respect, honesty and kindness permeate everything we do.

STRATEGIC DEVELOPMENT STRAND 1: To develop our Research School					
Actions to achieve SDS1	**Person(s) responsible**	**Resources and costs**	**Key review dates**	**Monitoring Person and Method**	**Notes on Progress**
Identify opportunities for developing training – consultancy – research-based support for schools/LAs etc.	Alex Quigley	Time for AJQ and the other members of the RS team	June 17 Nov 17 March 18	JMT through regular meetings with AJQ & JM.	
Write Business plan for next three years.	Alex Quigley & Jonathan Meehan	Time for AJQ and the other members of the RS team	June 17 Nov 17 March 18	Regular reports to the T&L, B&G and Finance Committees – specifically Tony Wills, Chair of Finance.	
Identify capacity building strategies to ensure that we maintain high quality outcomes at Huntington.	Alex Quigley, John Tomsett & Jonathan Meehan	Time for AJQ and the other members of the RS team	June 17 Nov 17 March 18		
Appoint staff to capacity build within the Research School.	John Tomsett	£25K in staffing costs	June 17		
Develop resources/ training materials.	Alex Quigley	Time for AJQ and the other members of the RS team	June 17 Nov 17 March 18		
Maintain high quality resources/training materials and retain our reputation and our USP.	Alex Quigley, John Tomsett & Jonathan Meehan	-	Nov 17 March 18		

Success Criteria/Evidence
- The key success criteria from the EEF/IEE plan for Research Schools.
- To provide high quality training and leadership opportunities for all staff.
- c. £100K revenue p.a. for the next three years.
- High quality outcomes at Huntington for the next three years, as defined in Appendix 1.

Evaluation arrangements
- Draft annual evaluation report to the SLT in September.
- Annual evaluation report to the November Finance Governors' meeting.

STRATEGIC DEVELOPMENT STRAND 2: To play a central role in establishing a MAT					
Actions to achieve SDS2	**Person(s) responsible**	**Resources and costs**	**Key review dates**	**Monitoring Person and Method**	**Notes on Progress**
Secure at least three partner schools to form our MAT.	Alison Bayliss, John Tomsett & Jonathan Meehan	Time	10 March 17	JMT to update SLT. Finance, B&G Committees; FGB meetings 2017-19.	
Ensure that the RSC is open to another MAT in York.	Alison Bayliss, John Tomsett & Jonathan Meehan	Time	10 March 17		
Find at least one "Huntington" member for the founding members.	Alison Bayliss, John Tomsett & Jonathan Meehan	Time	End of summer term		
Follow the conversion procedures, as laid out by legislation.	Alison Bayliss, John Tomsett & Jonathan Meehan	£25K grant	Termly to FGB 2017-19		
Success Criteria/Evidence • A sustainable MAT which ensures improved teaching and learning for all member schools and is underpinned by good governance. • Students' outcomes improve over the next five years, at KS1-5.					
Evaluation arrangements • Termly monitoring up-dates to SLT and to the FGB culminating in an autumn term evaluation report to both bodies.					

TEACHING & LEARNING DEVELOPMENT STRAND 1: To enhance our pedagogy – Marking, Feedback and Assessment					
Actions to achieve TLDS1	**Person(s) responsible**	**Resources and costs**	**Key review dates**	**Monitoring Person and Method**	**Notes on Progress**
Systematic evaluation of *Schemes of Learning*, ensuring an effective *Curriculum Design* that aims to put feedback and assessment at the core of our teaching.	Garry Littlewood & Departmental Line Managers	Time (CDG meetings) and persistence	Oct 17 Dec 17 May 18 Sept 18	Departmental Line Managers.

Strategic SLT meetings and Governors' T&L and Student Performance committees. | |
Subject Leaders will specify on individual KS3 & KS4 Schemes of Learning, which pieces, up to a maximum of 3 per term, will include detailed individualised teacher feedback.	Garry Littlewood & Departmental Line Managers	Time (TLF meetings) and persistence	Oct 17 Dec 17 May 18 Sept 18		
Whole school training on group feedback so that staff are working smarter, not harder, and are focused in ensuring that feedback is a vital component in the planning process.	Garry Littlewood & Research school team	Time (Training Day) and persistence	Oct 17 Dec 17 May 18 Sept 18		
Marking and feedback is a school Performance Development TLR objective for 2017/18.	Garry Littlewood & Departmental Line Managers	Time	Oct 17 Dec 17		
A more rigorous Quality Assurance process, including a review of the work scrutiny and lesson observation forms. Ensure we provide subject-specific training to support all teachers in giving effective feedback.	Garry Littlewood & Departmental Line Managers	Time	Oct 17 Dec 17 May 18 Sept 18		

Success Criteria/Evidence
- All staff meet the Performance Development target related to consistently high quality marking and feedback. Evidenced by PD folder including examples of work, learning walks and lesson observation.
- Devise a time audit tool to give us some hard data about workload and how colleagues are managing workload.
- Work scrutinies, learning walks and lesson observations all show an increase in effective formative assessment.
- Staff mark the agreed number of specified pieces of work over a term, focusing on feedback to improve outcomes.
- High quality outcomes at Huntington for the next three years, as defined in Appendix 1.

TEACHING & LEARNING DEVELOPMENT STRAND 1: To enhance our pedagogy – Marking, Feedback and Assessment					
Actions to achieve TLDS1	**Person(s) responsible**	**Resources and costs**	**Key review dates**	**Monitoring Person and Method**	**Notes on Progress**
Evaluation arrangements • **Baseline measurement**: Subject Leader checklist, as scheme of learning. Checking procedures for frequency and quality of marking as subject feedback policy. Work scrutiny using school review form (in autumn term) on a sample of work. Interventions identified by Subject Leader. • **Process evaluation**: Subject Leader work scrutiny using school review form, (spring term) of frequency and quality of marking as subject feedback policy. Evaluation of interventions. • **After measurement**: Subject Leader work scrutiny (summer term) of frequency and quality of marking as subject feedback policy. Discussion and information gathering at a TLF related to marking/feedback related to Development Strand. • Report to Teaching and Learning Governors' Meeting on progress.					

TEACHING & LEARNING DEVELOPMENT STRAND 2: To enhance our pedagogy – 'Pride in Presentation'					
Actions to achieve TLDS2	**Person(s) responsible**	**Resources and costs**	**Key review dates**	**Monitoring Person and Method**	**Notes on Progress**
Revise the existing school guidelines for 'Pride in Presentation' and relaunch to all staff and students in September 2017. Include amendments to effort grades that factor in 'Pride Presentation'.	Garry Littlewood	Time and persistence	Oct 17 Dec 17 May 18 Sept 18	Departmental Line Managers. Strategic SLT meetings and Governors' T&L and Student Performance committees.	
Subjects to devise 'Pride in Presentation' guidelines to be used explicitly in lessons. To model 'Pride Presentation' as part of teaching and learning resulting in improved outcomes.	Garry Littlewood	Time and persistence. (TLF meetings)	Oct 17 Dec 17 May 18 Sept 18		
To embed our 'Pride in Presentation' model so that it is consistently adhered to by learners. Teachers/Teaching Assistants have a zero tolerance approach to poor quality work.	Garry Littlewood	Time and persistence	Oct 17 Dec 17 May 18 Sept 18		
To amend Lesson Maps to include a 'Pride in Presentation' box to note which students have to re-submit work which is below their best.	Garry Littlewood	Time	July 17		

Success Criteria/Evidence
- Improvement in the quality of work produced by students with fewer pieces of work returned due to not meeting the high expectations set. 'Pride in Presentation' evident throughout work review and lesson observation. High quality displays of students' work around school.
- Lesson observation form comments box to include a review of pride in presentation.
- Reduction in staff marking time as fewer comments required regarding the quality of presentation.

Evaluation arrangements
- **Baseline measurement**: Representative selection of 12 students' books from year 7 to 10; photograph a sample of books focusing on presentation; baseline questionnaire of students of their understanding of what constitutes 'Pride in Presentation' – July 2017.
- **Process evaluation**: Carry out interviews with students of understanding and adherence to 'Pride in Presentation' policy, Dec 2017.
- **After measurement**: Review presentation of sample of books from years 8 -11 (same students as baseline) Summer 2018; photograph a sample of books focusing on presentation; questionnaire of students of their understanding of what constitutes 'Pride in Presentation'; subject feedback, success of policy, via TLF session: Summer 2018.
- Report to Teaching and Learning Governors' Meeting on progress.

TEACHING & LEARNING DEVELOPMENT STRAND 3: To create a highly effective 'career-development' CPD programme					
Actions to achieve TLDS3	**Person(s) responsible**	**Resources and costs**	**Key review dates**	**Monitoring Person and Method**	**Notes on Progress**
To engage all staff in a form of personalised CPD; expand our current programme of training to build in routes for career progression and external qualifications.	Nigel Currie and CPD Team	SLT planning time CPD budget to cover costs of external provision?	June 17 Sep 2017 Nov 2017	JMT at strategic SLT meetings. Governors' Staffing & Finance committees.	
To investigate costs of externally provided training and the viability of accrediting our own in-house CPD programmes.	Nigel Currie and CPD Team	Time and persistence (approx. £1,500 per NPQ course)	June 17 Sep 17 Nov 17		
To enhance the expertise of our support staff by making full use of the Apprenticeship Levy in providing high quality targeted staff training.	Jonathan Meehan and Francine Russell supported by school governor Tony Wills	£25,000 p.a.	June 17 Sep 17 Nov 17		

Success Criteria/Evidence
- Collate exit interview data as evidence of the impact of career-development CPD.
- 100% of staff engaged in some form of 'career progression', including the 'expert teacher' programme; 30% of these involved in 'leadership' training in Year 1.
- Use of a yearly CPD journal as part of our PD process.
- Recruitment data with evidence from application forms etc. evidencing that teachers want to work here due to our CPD.
- All teaching will be rated at least Good, with at least 40% of teaching rated Truly Great at the end of each Performance Development cycle, using all the PD cycle's mandatory evidence;
- Our headline Key Stage 4 and Key Stage 5 national success measures will place us in the top 10% of comparable schools in both the EEF and DfE results tables for 2017 and 2018, with a +0.5 P8 score at KS4.

TEACHING & LEARNING DEVELOPMENT STRAND 3: To create a highly effective 'career-development' CPD programme					
Actions to achieve TLDS3	**Person(s) responsible**	**Resources and costs**	**Key review dates**	**Monitoring Person and Method**	**Notes on Progress**
Evaluation arrangements via the refined PD process in June, October and then ongoing dialogue throughout the year • Baseline meeting in June with questionnaire establishing current CPD requirements. • Ongoing PD meetings to have an increased focus on the impact of their CPD specifically: ▪ Evidence that career progression is part of people's thinking (CPD journal); ▪ Evidencing any change that has happened as a result of their CPD (PD conversations, CPD journal, portfolio of work, lesson observation); ▪ Evidencing their learning and new knowledge they've acquired (PD conversations, CPD journal, lesson observations); ▪ Evidencing the positive impact on students' learning (CPD journal, October review meeting); ▪ Evidence that CPD pathways have helped them in their career (CPD journal, exit interviews). • Adapt Guskey's Five Critical Levels of Professional Development Evaluation. • Pre (June 2017) and post (June annually) evaluation of provision against the CPD Standards which include the 5 standards of highly effective CPD.					

TEACHING & LEARNING DEVELOPMENT STRAND 4: To enhance our students' vocabulary					
Actions to achieve TLDS4	**Person(s) responsible**	**Resources and costs**	**Key review dates**	**Monitoring Person and Method**	**Notes on Progress**
Appoint a Research School Associate, Literacy Research Lead post with responsibility for delivering training both in-school and regionally on developing students' vocabulary to enhance communication skills, so that we have a key driver of change and development in this area.	Gail Naish Nic Goodwill Alex Quigley	Cost of post	June 17 December 17 July 18	GRL at strategic SLT meetings. Governors' T&L committee.	
To plan and deliver a programme of whole staff TLF training on vocabulary instruction and the teaching of reading, in order for staff to have the relevant skills and knowledge to support this development.	Gail Naish	Time and reprographics	June 17 Sept 17 Mar18 June 18		
To create 'word-rich' classroom bases within each departmental area through summer gained time so that the classroom becomes a more effective tool for learning.	Gail Naish	Time and persistence- some reprographics	July 17 July18		
To embed cross-phase partnership around vocabulary enhancement to improve student outcomes and continuity of pedagogy.	Gail Naish	Calendared meeting time	June 17 Jan 18 June 18		

Success Criteria/Evidence
 • Improved student reading assessments and PAG scores.
 • Impact of staff training will be shown in schemes of learning and curriculum developments, also DIRT feedback, Tier 2 word bank teaching via LPMs.
 • Improvements in word-rich classroom environments.
 • Lesson observations show evidence of PAG work in class.

Evaluation arrangements
 • **Baseline measurement**: Baseline KS3 PAG scores and reading test results for KS3.
 • **Process evaluation**: TLF outcomes; PD lesson observation form will highlight opportunities in class to support vocabulary enhancement – examples will be shared.
 • **After measurement**: PAG and reading test re-testing.
 • Report to Teaching and Learning Governors' Meeting on progress.

TEACHING & LEARNING DEVELOPMENT STRAND 5: To make our 'invisible' students 'visible' and close our gaps					
Actions to achieve TLDS5	**Person(s) responsible**	**Resources and costs**	**Key review dates**	**Monitoring Person and Method**	**Notes on Progress**
Establish a clear definition of what constitutes an 'invisible' student at Huntington.	Mike Bruce	-	June 17	JMT at strategic SLT meetings; MRB at SPSLT meetings. Governors' Student Performance committee.	
The Form Tutor is given the data and strategy comments in readiness for GREAT conversations.	Mike Bruce Chris Hardwell	Printing of strategy comments. Staff training time.	Dec 17 Mar 18 Jul 18 Dec 18		
To use calendared post-data TLFs so that systematic conversations about students' data are undertaken; train staff on how to export and analyse their own data in readiness for the TLFs.	Mike Bruce Chris Hardwell	TLF Time Regular data overviews. Post-mock Alps report (£240).	Dec 17 Mar 18 Jul 18 Dec18		
To focus HPLs' caseload on students who they will have more impact with across KS3 and KS4, especially our definitive students – our high starting disadvantaged students.	Mike Bruce	Time and persistence.	Dec 17 Mar 18 Jul 18 Dec18		

Success Criteria/Evidence
 • Evidence should be manifest in the PD meetings; TLF meeting notes where students are discussed and interventions planned; SPLST meeting notes and actions.
 • Our headline Key Stage 4 national success measures will place us in the top 10% of comparable schools in both the EEF and DfE results tables for 2018 and 2019, with a +0.5 P8 score at KS4.
 • Our headline Key Stage 5 value added measure will be sig+ with an attainment figure of C+.
 • Student progress data for our 'invisibles' is good, confirming that we have fewer 'invisible' students throughout main school.
 • Our gaps narrow significantly, using our summer 2017 exam data as a baseline.

Evaluation arrangements
 • Analysis of termly data reports.
 • Analysis of results (August 2017/18/19/20).
 • Pupil voice and case studies from all Key Stages to measure improvements.

TEACHING & LEARNING DEVELOPMENT STRAND 6: To reduce the percentage of SEND students excluded for poor behaviour					
Actions to achieve TLDS6	**Person(s) responsible**	**Resources and costs**	**Key review dates**	**Monitoring Person and Method**	**Notes on Progress**
Highlight the issue to all staff at the June 2017 training day. Analyse the data from 2016-17 to identify reasons behind the relatively high percentage of SEND students who have been excluded.	Gail Naish and Matt Smith	Time	June 17	JMT at SLT. Strategic SLT meetings and Governors' Student Performance committee.	
Lead a short-term working party to develop two evidence-based interventions to support SEND students in response to the findings from the 2016-17 data analysis.	Gail Naish and Matt Smith	TBC depending upon interventions	July 17		
Implement the two evidence-based interventions and evaluate their impact termly.	Gail Naish and Matt Smith	TBC depending upon interventions	Termly		

Success Criteria/Evidence
• Zero SEND exclusions.

Evaluation arrangements
• **Baseline measurement**: 2016-17 data analysis as baseline.
• **Process evaluation**: Subject Leader/SLT Line Manager termly discussion of evidence-based interventions to support SEND students. Evaluation of interventions.
• **After measurement**: 2017-18 data analysis.
• Report to Governors' Student Performance Meetings on progress/outcomes.

CULTURAL DEVELOPMENT STRAND 1: Changing Behaviours: Litter, Activities & Conduct in Social Time					
Actions to achieve CDS1	**Person(s) responsible**	**Resources and costs**	**Key review dates**	**Monitoring Person and Method**	**Notes on Progress**
To create and embed a student Conduct Code (CC) that outlines all of the behaviours that all students must abide by during social times and therefore improves behaviour at social times.	Matt Smith	Time & persistence	Annually: Dec April July	JMT at strategic SLT meetings. MAS, NIC and JXP meetings termly to evaluate 'tallies' & action changes as a result. Governors' Student Performance committee.	Students consulted CC done.
The creation of a Litter Free site initiative that will include a daily form rota of litter picking plan along with guidance to form tutors ensure that all students are aware that it is everyone's responsibility to keep our site tidy (including the "Rolo says NO!" and "Never walk past a piece of litter" campaigns).	Matt Smith, Nigel Currie & Jeff Poole	Time & persistence	Annually: Dec April July		Done. Posters for social spaces & classrooms from April 2017. Form rota not yet started as an initial litter improvement.
Reinvigorate campaign post Easter as summer spaces & student 'traffic' patterns change.	Matt Smith, Nigel Currie & Jeff Poole	Time and persistence	July 17		w/b 24.4.17
To revise the staff duty system for breaks and lunchtime to ensure that all school zones are covered and more guidance is offered to staff on their specific duties	Matt Smith, Nigel Currie & Jeff Poole	Time to redo summer duties	Annually: April/July		Started March 17
To review our current extra-curricular activities offer and try to ensure that the activities on offer meet the needs of as many students as possible. To increase the number attending through the 'First to 50' campaign. Use Student Voice feedback via Student Council to help us improve even further our lunchtime provision.	Matt Smith & Nigel Currie	Time & persistence. Start-up funding & promotion.	Jul 17 + Annually: Dec April/July		Launched March 17
Provide better training for MSAs and ask MSAs for feedback on behaviour/litter to ensure Duty Teams are positioned optimally around the site.	Matt Smith & Jeff Poole	Training time.	Jul 17 + Annually: Dec April/July		

CULTURAL DEVELOPMENT STRAND 1: Changing Behaviours: Litter, Activities & Conduct in Social Time					
Actions to achieve CDS1	Person(s) responsible	Resources and costs	Key review dates	Monitoring Person and Method	Notes on Progress
Success Criteria/Evidence • Fewer 'man hours' litter picking for site supervisors. • Reduction in number of students 'violating' the CC. • Increase in students attending extra-curricular activities.					
Evaluation arrangements • Termly tallies using a simple pro forma (one week randomly selected per term), covering the following: • A tally of those breaking the CC – SLT Duty Teams & MSAs. • A 'man hour' audit for site-supervisors for litter picking. • A 1 week extra-curricular attendees survey (email to all.staff for returns); footfall in new KS4 indoor social space; 'First to 50' recipients.					

ADDITIONAL DEVELOPMENTS 2017-20					
Additional Developments AD1-6	**Person(s) responsible**	**Resources and costs**	**Key review dates**	**Monitoring Process**	**Notes on Progress**
AD1: To complete a review of the TLR structure to ensure that the middle-leadership structure is designed to improve the quality of teaching & learning and is value for money.	John Tomsett	A great deal of time and commitment over the next 6 months	Sept 17 Mar18 June 18	Govs: Staffing & Strategic SLT meetings	
AD2: To work with the LA to ensure that we plan successfully the development of our building as the student numbers rise over the next three years.	Jonathan Meehan, Jeff Poole, John Tomsett and Chris Hearn (Governor, Chair of Buildings and Grounds Committee)	A great deal of time and commitment over the next 18 months	Sept 17 Mar18 June 18	Govs: B&G/Finance	
AD3: To ensure that we have a balanced budget by April 2020.	John Tomsett supported by Jonathan Meehan	Much planning time June-December 2016	June 17 Sept 17 Mar18 June 18	Govs: FGB & Finance	
AD4: To prepare for our forthcoming OFSTED in a way that does not distract colleagues from our focus upon improving teaching & learning and student behaviour, whilst ensuring the consistent application of all our main policies.	Mike Bruce & John Tomsett	Much planning time June-December 2016	Jul 17 & then monthly	Govs: FGB & Strategic SLT meetings	
AD5: To design a new internal school improvement system which means that we are continually receiving feedback about what could be improved at Huntington and then acting upon that feedback accordingly to make Huntington a better school.	Alex Quigley	Time to reshape the school's meetings structure	Jul 17 Oct 17	Govs: FGB & Strategic SLT meetings	
AD6: To enhance our engagement with hard to reach parents with support from Fiona Himsworth from the LA Family Learning initiatives.	Matt Smith	A great deal of time and commitment over the next 18 months	Nov 17 Mar18 June 18	Govs: FGB & Strategic SLT meetings	

ADDITIONAL DEVELOPMENTS 2017-20						
Additional Developments AD1-6	**Person(s) responsible**	**Resources and costs**	**Key review dates**	**Monitoring Process**	**Notes on Progress**	

Success Criteria/Evidence

AD1: A middle-leadership structure which improves the quality of teaching & learning and is value for money.

AD2: By the end of the 2016-17 financial year to have established a clear expansion programme through to 2019.

AD3: A balanced budget by April 2018.

AD4: An Outstanding OFSTED Inspection.

AD5: A better school improvement system that means the annual Planning Weekend is redundant because we have a continuous improvement cycle and Huntington is an ever-improving school.

AD6: 95%+ attendance at Parents' Evenings; exclusion rates falling from 2016-17 baseline; fewer outliers on our P8 graph.

Evaluation arrangements

AD1: On-going reports at strategic SLT & Governors' Staffing.

AD2: Reports to strategic SLT and Governors' Buildings and Grounds Committee.

AD3: Reports to strategic SLT and Governors' Finance Committee.

AD4: On-going reports at SLT & Finance Governors.

AD5: On-going reports at strategic SLT & Full Governors.

AD6: On-going reports at strategic SLT & Full Governors.

2017 Examination Targets	Target	Outcome
P8 score of the best 8 GCSE only including En & Ma	+0.5	
A8 score of the best 8 GCSE only including En & Ma	50	
% of students attaining 9-5 GCSE grades in En and Ma	50	
% of students at the end of KS4 achieving the English Baccalaureate	20	
% of students at the end of KS4 entered for the English Baccalaureate	90%+	
P8 score of the best 8 GCSE only including En & Ma, FSM students	+0.5	
A8 score of the best 8 GCSE only including En & Ma, FSM students	55	
% of disadvantaged students attaining 9-5 GCSE grades in En and Ma	55	
% of disadvantaged students at the end of KS4 achieving the English Baccalaureate	15	
% of students attaining 9-5 grade in English GCSE	55	
% of students attaining 9-5 grade in mathematics GCSE	55	
Average UCAS points score per entry at A level	35	
Average total UCAS points score per student at A level	140	
Average grade achieved at A level	C+	
Progress in level 3 academic programmes	+0.08	
Progress in Eng and maths GCSE- 1 grade or higher	English 100%; Maths 50%	
Retention	86%	
Closing the Gap	+0.15	
Achieving at a Higher Level	96%	
Level 3 maths	25%	
Achieving Tech Bacc	N/A	
AAB including 2 'facilitating' subjects	15%	
Best 3	C+	
Completion	96%	

2018 Examination Targets	Target	Outcome
P8 score of the best 8 GCSE only including En & Ma	+0.5	
A8 score of the best 8 GCSE only including En & Ma	50	
% of students attaining 9-5 GCSE grades in En and Ma	50	
% of students at the end of KS4 achieving the English Baccalaureate	20	
% of students at the end of KS4 entered for the English Baccalaureate	90%+	
P8 score of the best 8 GCSE only including En & Ma, FSM students	+0.5	
A8 score of the best 8 GCSE only including En & Ma, FSM students	55	
% of disadvantaged students attaining 9-5 GCSE grades in En and Ma	55	
% of disadvantaged students at the end of KS4 achieving the English Baccalaureate	15	
% of students attaining 9-5 grade in English GCSE	55	
% of students attaining 9-5 grade in mathematics GCSE	55	
Average UCAS points score per entry at A level	35	
Average total UCAS points score per student at A level	140	
Average grade achieved at A level	C+	
Progress in level 3 academic programmes	+0.08	
Progress in Eng and maths GCSE- 1 grade or higher	English 100%; Maths 50%	
Retention	86%	
Closing the Gap	+0.15	
Achieving at a Higher Level	96%	
Level 3 maths	25%	
Achieving Tech Bacc	N/A	
AAB including 2 'facilitating' subjects	15%	
Best 3	C+	
Completion	96%	