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Aims of Tring School

True to our motto, Tring School aims to create:

- * a tolerant community in which all feel
safe
supported
accepted and valued
- * an active community which provides equal opportunity for all
to be involved
to grow
to develop their ability to the full
- * a vibrant community which stimulates and encourages
a love of learning
self-discipline and mutual respect
pride in achievement
- * a developing community which recognises that
learning is lifelong
we are part of a wider community
each individual has a role to play

We seek to achieve these aims by:

- * offering broad and balanced educational, cultural and social experiences for the whole school community
- * providing an orderly, secure and pleasant environment
- * building successful partnerships through open and honest communication
- * celebrating success and learning from failure.

Our Motto is:

Live to learn - Learn to live

In our school we value -

- * **ourselves and others**
- * **the opportunity to learn**
- * **the environment which we share**
- * **the community in which we live**

The Whole School Context

In the changing world of education the School Plan must keep an overall aim in view. That overall aim is the raising of student achievement through the constant improvement in teaching and learning. In addition the school recognises its privileged position in serving a community, and the development of that role also underpins its progress in the foreseeable future. The governors have set targets for GCSE performance in the summer 2010 and 2011, together with targets for Key Stage 3 tests.

These targets are:

Year 2010

KS4

Achieving	5+ A* - C	84.9%
Achieving	5+ A* - C inc E & M	71.6%
English	Progressing 2+ levels	41%
Maths	Progressing 2+ levels	33%

Specialist Schools Targets

English	%	All	Boys	Girls
	A/A*	21.4%	11.9%	31.5%
	A* - C	91.7%	87.3%	96.4%
	A* - G	100%	100%	100%
History	%	All	Boys	Girls
	A/A*	43.7%	32.3%	55.7%
	A* - C	93.7%	90.8%	96.7%
	A* - G	100%	100%	100%
Geography	%	All	Boys	Girls
	A/A*	27.4%	21.9%	38.7%
	A* - C	95.8%	96.9%	93.5%
	A* - G	100%	100%	100%

Key Stage 3

Achieving Level 5 or above		
English & Maths	87.10%	
Science	91%	
English	Progressing 2+ levels	46.10%
Maths	Progressing 2+ levels	81.7%

Achieving Level 6 or above
 English 64%
 Maths 80%

Specialist Schools Targets

English		All	Boys	Girls
	L5+	96.20%	95.76%	96.64%
	L6+	66.67%	61.02%	72.27%
	L7+	18.14%	9.32%	26.89%

History		All	Boys	Girls
	L5+	98.31%	96.61%	100%
	L6+	75.53%	72.03%	78.99%
	L7+	18.14%	10.17%	26.05%

Geography		All	Boys	Girls
	L5+	98.31%	96.61%	100%
	L6+	78.48%	75.42%	81.51%
	L7+	20.25%	12.71%	27.73%

Absence 5.5%
Persistent Absence 2.3%

Year 2011

KS4

Achieving	+ A* - C	88%
Achieving	+ A* - C inc E & M	78.04%
Achieving	+ A* - G	98.7
English	Progressing 2+ levels	83.5%
Maths	Progressing 2+ levels	82.6%

Key Stage 3

Achieving Level 5 or above		
English & Maths		90.3%
Science		93.2%
English	Progressing 2+ levels	49.3%
Maths	Progressing 2+ levels	82.3%

Absence 5.4%
Persistent Absence 2.1%

Introduction to the Plan

General Management 2010 – 2011

The school will continue to fulfil its statutory obligations with regard to curriculum provision and collective worship, and to support student welfare and development, in accordance with agreed policies.

We will seek to maintain a full complement of teaching staff, to support their training and development and to deploy them efficiently. The work of the school will be supported by a team of non-teaching support staff.

The school will maintain a safe, secure and appropriate learning environment, while continuing to seek improvements. Health and Safety issues will be kept under review through the Health and Safety Committee.

Finance and administration will be monitored to ensure best value principles are followed and to provide efficient use of resources.

Future Objectives

The details in the Development Section mostly relate to the financial year 2010-2011 although many of the objectives will continue beyond that time. However, all developments need to be seen in the context of the longer term direction for the school and our vision for the future.

Leadership and Management

1. To take the school forward as a Specialist Humanities College.

We began operation as a Humanities College in September 2005 and we are using our specialism to raise standards across the school. The initial detailed planning for this work took us to 2009. The Humanities Plans supports our commitment to a broad-based education for the young people of Tring, together with providing opportunities to develop an understanding of society – local, national and international – in keeping with our aims and values.

2. To continue to develop our self-evaluation techniques.

A thorough understanding of the school's strengths and weaknesses based on rigorous evaluation of evidence is essential if we are to move forward and plan effectively. While we have made much progress on this issue in recent years we continue to refine procedures and to create the necessary open learning culture.

Curriculum

3. To continue to work towards an appropriate and flexible curriculum for all students.

With greater flexibility now open to us we have begun a thorough review our curriculum provision at all Key Stages. During the coming year we will be concentrating on and involving all staff in redesigning our Key Stage 3 curriculum.

As part of the Dacorum Strategic Area Partnership Group, we are moving into an era of even greater collaboration to ensure wider curriculum coverage across the area for 14 – 19 year olds. Our collaborative work with Ashlyns (post -16) will ultimately be only one part of a wider development which should expand vocational and academic opportunities for both KS4 and post -16 students.

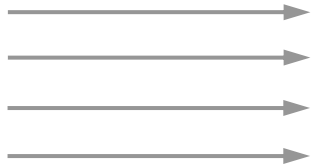
Significant changes to traditional timetables are likely to be needed.

Community

4. To establish the school as the learning heart of the community.

The establishment of Tring Learning Centre, the curriculum development outlined above, the development of adult and community learning and the designation as a Specialist School, all link together to challenge the traditional concept of “school”. While this is a long-term goal, all the factors are present in the Tring community, making such a vision a realistic proposition.

LT PM Target
SEF
Inspection Report
LT Review



School Plan



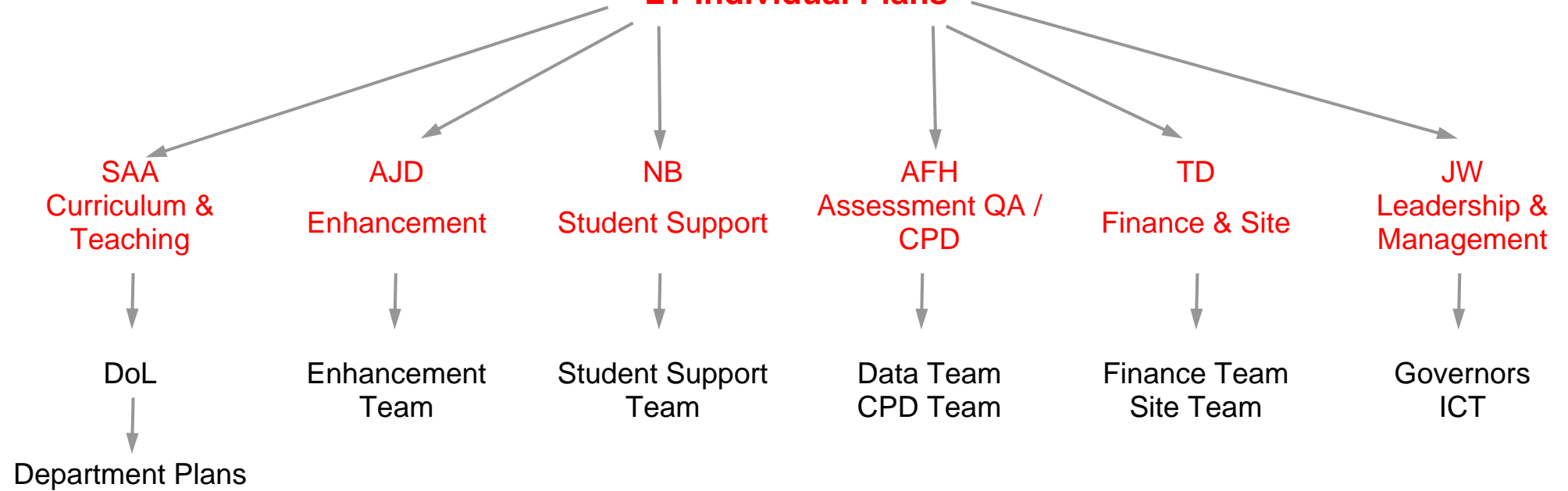
PM Targets
LT Reviews

Raising Achievement

Humanities Plan



LT Individual Plans



School Plan



Leadership & Management

Objective: To strengthen our Leadership and management structures and procedures in order to improve communications, self – evaluation and accountability.		Leadership Team Responsible Julia Wynd
		Governing Body Chair of Governors
Action	Success Criteria	Date to be Achieved
<p>1 To enhance our communication and accountability structures to clarify expectations and responsibilities</p> <p>a)LT members to introduce regular, calendared review meetings with the staff they line manage.</p> <p>2 To create a more robust Performance Management structure to create a more equitable system</p> <p>a) the school performance management policy is fully compliant with revised threshold arrangements</p> <p>b) that robust procedures for auditing and evidencing staff meeting national standards are in place and that all staff are fully versed in new procedures</p> <p>c) that the school has established expectations for leaders using the currently draft National Standards for Leaders</p> <p>3 To strengthen the partnership between LT and Governors to ensure relevant business is address in Governors meetings</p> <p>a) Opportunities to be created for LT and Chairs of Committees to determine the work of each group.</p>	<p>1 a) Outcomes of these reviews communicated to relevant staff and used to provide evaluative evidence for school improvement.</p> <p>2 a) Revised performance management policy reflecting new procedures is in place and ratified by Governors.</p> <p>b) Staff have a full understanding of & engagement with new procedures, and their role in auditing performance against national standards</p> <p>c) Clear expectations of leadership established at every level, using the National Standards.</p> <p>3 a) Agendas reflect the current work of Leadership Team in school.</p>	<p>1) Reviews calendared by September</p> <p>2) a) July 2011 b) September 2011 c)July2012 3)July2012</p>
		Evidence of Impact
		<p>1) Review outcomes used for SEF and School Planning 2) Policy, PM paperwork 3) Agendas and minutes</p>
		Resource Requirements
		<p>Time for staff training</p>

Develop an Engaging Curriculum

Objective: Achieve a more consistent approach to Independent Learning		Leadership Team Responsible Sally Ambrose
		Governing Body Committee Curriculum and Teaching
Action	Success Criteria	Date to be Achieved
<p>1) To develop an appropriate and engaging curriculum for KS3 a) Research different models of delivery to incorporate Independent Learning Skills</p> <p>b) Induction half term – skills / project work</p> <p>c) Incorporate into Yr 7 SOL the “teaching“ of the skills</p> <p>d) Yr 7 and Yr 9 Modular courses demonstrate use of skills</p> <p>2) To embed formative assessment a) Core subjects to devise and follow a common approach to the use of AFL and APP at classroom level.</p> <p>3) Raise awareness of opportunities and share good practice of Independent Learning skills. a) Staff INSET</p> <p>b) Develop teaching materials</p> <p>c) Incorporate into Yr 7 SOL the “teaching of Independent Learning skills”.</p> <p>4) Improve the provision of Homework for all students a) Research different methods of setting homework. b) Encouraging Departments to set more challenging and extended tasks c) Homework Club ran by LSA/ 6th Form – students</p>	<p>1 a) Relevant skills identified to be taught in Year 7. b) Opportunities identified to deliver the skills in Year 7. c) Students become more familiar with the transferability of the skills. A model of delivery for Yr 7 – 2001/12 is in place which allows student to further develop the learning skills acquired at Primary School.</p> <p>2 a) Students much more aware of what they are learning, how they are learning and why they are learning it. Students will be able to communicate current levels of progress.</p> <p>3 a) A common language of skills and assessment techniques is used by all students.</p> <p>4 a) Subjects to identify on SOW appropriate times and tasks for homework. b) Students are referred to attend the homework club and feel supported to organise homework tasks.</p>	<p>1) July 2010</p> <p>2) Feb 2011</p> <p>3) July 2010-02-28</p> <p>4) Feb 2011</p> <p>5) Feb 2011</p>
		Evidence of Impact
		Students are stretched and challenged and on track to achieve two full levels of progress.
		Resource Requirements
		County Advisor time Teaching and Learning outside speaker TA and 6 th Former to run HW club

Positive Attitudes to Learning

Objective: To raise achievement through having a consistent approach to rewards and sanctions across the school		Leadership Team Responsible NB
		Governing Body Committee S&F
Action	Success Criteria	Date to be Achieved
<p>1 The Rationalisation of the schools rewards & sanction system to ensure a more consistent approach by staff. a) Need for a review of current practices; establish what is working and not, ensure clear communication of the revised system are communicated properly and more opportunities to celebrate success are created.</p> <p>2 Smarten the appearance of sixth form students through the implementation of a revised sixth form dress code</p> <p>3 Develop the use of an electronic behaviour management system at Tring School by researching how similar systems are used in other schools and then develop Tring's own system.</p> <p>4 Create a more effective Student Support Team by reviewing the teams job descriptions, development of the physical space used by the SST, ensure 'on going monitoring & evaluation' is happening with regard to the teams work & review key student roles within the school.</p> <p>5 Strengthen the role of the tutor through continued development of the role; tutor time activities, training, informal academic mentoring & tutor time structure/timing.</p>	<p>1 a) Student planner will have clear guidance on the two areas for students to access. Section for staff in staff handbook completed. Increase in number of opportunities to celebrate student success.</p> <p>2 a) New dress code implemented in new academic year with all students complying.</p> <p>3 a) Phased introduction of system during 2010-11. Whole staff comfortable in using system to input incidents of poor behaviour and recording rewards by end of academic year.</p> <p>4 a) New job descriptions created. Team aware of role within the team. Office changes and creation of meetings room completed. Clear team perspective on the process of 'on going monitoring and evaluation' regarding the work done in the team. Process for appointments to key student leadership roles implemented.</p> <p>5 a) Additional activities created and made readily available to staff. Process of how to mentor students and when given to staff. Tutor/registration times fixed ready for next academic year.</p>	<p>1. September 2010 2. September 2010 3. Academic year 2010 – 11 4. July 2010 5. Academic year 2010 - 11</p> <hr/> <p>Evidence of Impact</p> <p>1. Students can are aware of code of conduct – explain rewards/sanctions system. Celebration assemblies, records of rewards and sanctions given - increase 2. Visual impact - visitors comments – staff comments 3. Usable data produced for SST to track pupils – early intervention 4. Single record of monitoring and evaluation work created 5. Student,staff perceptions of tutor time – change from this year</p> <hr/> <p>Resource Requirements</p> <p>1. Continued annual budget – assembly time 2. N/A 3. Staff inset time November 4. Materials for office move 5. Time</p>

Active Student Assessment

Objective: To raise the standards of achievement through the consistent use of Assessment, Recording and Reporting systems across all subject areas and key stages.		Leadership Team Responsible Andy Hencken
		Governing Body Committee Curriculum & Teaching
Action	Success Criteria	Date to be Achieved
1 Reporting a) Introduce a new calendar for Assessment, Recording and Reporting (to include Parents' Consultation Evenings). b) Plan for the re-introduction of written reports to parents. 2 Recording a) To ensure consistency of assessment within and across all subject areas b) Development of standardised spreadsheets for all year groups and common analysis template. 3 Assessment a) To introduce the use of APP in Key Stage 3 across all subject areas. b) Increased use of a skill based learning approach at Key Stage 3.	1 a) All deadlines are met for the production, completion, publication and analysis of tracker data. b) Research & Development Group completes investigation and proposes timeline for implementation. 2 a) Introduction of a co-ordinated approach to the rigour of internal examinations/assessments – guidance issued to Subject Leaders b) Common approach/language for reporting attainment and achievement across all subject areas. 3 a) Each 'step' presented in student-friendly language – use of displays in subject areas, pages on website, etc. b) Teaching and Learning to be focussed on skill acquisition – observed through new Lesson Observation paperwork.	1) a) Sept 2010 b) May 2011 2) a) Dec 2010 b) Jan 2011 3) a) July 2011 b) July 2011
		Evidence of Impact
		1) Plan for introduction of written reports produced 2) Exam analysis 3) Quality of T&L observations
		Resource Requirements
		Time for staff training Visits to schools identified as best practitioners Displays need to be resourced/coordinated.

Active Citizenship

Objective: To support and enrich the range of opportunities for our students		Leadership Team Responsible AJD
		Governing Body Committee Students and Families
Action	Success Criteria	Date to be Achieved
<p>1 To increase and raise profile of the importance of Extended Learning Opportunities – to increase the number of activities and student engagement (and families), work with outside providers, identify specific target groups, record involvement and measure progress more effectively, improve communication and marketing</p> <p>2 To ensure Environmental Issues are addressed across the school – to encourage student involvement in the accreditation of Eco School Status and associated initiatives, develop work with outside providers and improve community links</p> <p>3 To ensure elements of Lifeskills can be accessed by all – to develop the Active Citizenship Award in the Sixth Form and to improve support and communication for departments involved in the International Schools Award, develop Enterprise and the 3Es across the school</p> <p>4 To ensure there is a clear process for the organisation of Trips and Visits – to ensure the range and quality of opportunity for all is maintained, curriculum time is not compromised and organisation made simpler</p> <p>5 To focus on key elements of Healthy Schools – to develop an effective and sustainable counselling programme, improve and increase exercise opportunities for all and address healthy diet across school</p> <p>6 To develop Student Leadership – to create opportunities in subject areas and across the school for students to become actively involved at all levels</p>	<p>1 a) Successful accreditation of QiSS Award, increased numbers of students and families involved, effective recording of information/numbers, departments and staff targeting groups of students</p> <p>2 a) Successful accreditation of Eco School Status Bronze and Silver, programme of initiatives led by students and staff, outside providers involvement</p> <p>3 a) All Year 12 students involved in successful projects, school and community thus benefiting, Enterprise days and events on calendar, 3Es integrated across the curriculum</p> <p>4 a) Trips and Visits Policy, clear guidance available on how to organise and lead a trip, staff actively involved in Risk Assessment process , introduction of Involve computer programme</p> <p>5 a) Counselling programme running effectively with succession plan in place, street gym constructed on the school site and used by PE in lessons and students at break, lunch and after school, students and parents more aware of diet issues</p> <p>6 a) Departments to have identified and developed student leadership opportunities and to have been included in SoW and lesson plans, House Councils in operation with students aware of outcomes</p>	<p>1 July 2011</p> <p>2 July 2010</p> <p>3 July 2011</p> <p>4 September 2010</p> <p>5 April 2011</p> <p>6 July 2011</p>
		Evidence of Impact
		<p>Awards and accreditation, agendas and minutes, displays and photographs, policies</p>
		Resource Requirements
		<p>Time for staff training Links to gaining Ground Funding, ESCo and Enterprise budget and School Travel Plan</p>

Support Structures Finance and Facilities

Objective: 1) To increase financial efficiency across the school 2) To create a safer environment for staff and students 3) To improve school environment 4) Improved communication and accountability		Leadership Team Responsible TD
		Governing Body Committee Resources
Action	Success Criteria	Date to be Achieved
1 Finance a) Asset Register–compilation of all assets classified over £1,000 to be accounted for across the school. b) Investigate finger print recognition cashless catering system c) Value for money evaluation and efficiency drive, linked to further in-depth survey and reducing the impact of 1% efficiency saving 2 Safeguarding a) Improve formal monitoring of health & safety management systems across the school b) Complete major incident plan c) Ensure risk assessments are in place across the school d) Asbestos survey to be carried out against current asbestos log, involve County in process e) Restrict access to low roof to keep out trespassers f) Implement a range of security measures to further improve safety across the school 3 Facilities a) Carry forward boiler replacement, disabled access, site team workshop conversion and improvement in specialist accommodation b) Secure contractor to undertake electrical work highlighted by 5 year fixed wiring test c) Identify strategies to reduce the problem of school litter 4 Personnel a) Ensure that all support staff have an up to date job descriptions	1 a) All departments accounted for, register of assets completed. School able to confirm value of assets. b) Appropriate information sourced and quotations from suppliers. Decision made against project cost. c) School contracts rationalized, savings made. 2 a) Termly reviews established and departments fully understand procedures for monitoring H&S. b) Major incident plan in place, those with responsibilities fully understand their role. c) Risk assessments in place for processes and individuals. d) Current asbestos log is accurate. e) Solution established and school security enhanced. f) HCC centrally employed staff up to date listing and vetting procedures verified. Contractors on site recorded on single register ID to be worn. Enhanced ID arrangements in place for staff. 3 a) Improved school environment, energy efficiency enhanced. b) Electricity upgrades completed H&S ensured. Efficiency enhanced. c) Litter reduced, students have clear understanding of impact on other resources. 4 a) Support staff have a better understanding of role	1. Dec 2010 2. Dec 2010 3. Apr- Dec 2010 4. Apr 2010
		Evidence of Impact
		1 Audit. Reduced budget. 2 H&S inspection 3 Improved environment 4 Improved investors in people survey
		Resource Requirements
		Staff training for Asset register Capital Funding for Facility projects

Directors of Learning Plan

Objective: To improve the quality of learning		Leadership Team Responsible
		Governing Body Committee
Action	Success Criteria	Date to be Achieved
<p>1. To support the development an appropriate an engaging curriculum for KS3 Work with subject leaders to:</p> <ul style="list-style-type: none"> • Review current provision • Identify appropriate pathways for our students • Identify opportunities for whole school focus project • Create appropriate SOW for each pathway <p>2. To embed formative assessment</p> <ul style="list-style-type: none"> • Departments are to choose appropriate techniques of formative assessment and incorporate at least one in every lesson (AFL leading into APP) • Learning walks are used to share the effectiveness of these techniques which should then be reviewed and evaluated <p>3. Active Learning</p> <ul style="list-style-type: none"> • Establish a vocabulary for learning • Staff to agree what active learning looks like in the classroom • Develop a learning toolkit • Active learning to be consistent within a department • Subject specific independent learning skills are identified and appropriate activities to develop these are incorporated into SOW • Activities to be evaluated to ensure that they enable progression of learning • There is a clear balance between skills, content and application in lessons <p>4. Independent home learning</p> <ul style="list-style-type: none"> • Independent home learning tasks are reviewed within the department and developed to reinforce and extend learning 	<p>1. The KS3 curriculum plan is modified to reflect appropriate pathways for students Departments have evaluated their implementation of the new NC and amended schemes of work accordingly Clear differentiation in SOW for most able / middle / least able students</p> <p>2.All lessons have a clear and differentiated learning outcome All lessons will demonstrate some use of whole class formative assessment techniques to evidence learning and progression. All students have a clear knowledge of what they have learnt during their lesson. Students will be able to evaluate their own progress to date and explain the steps that they need to take to progress further.</p> <p>3. All students are actively engaged in learning Clear evidence of progression in learning Higher level thinking activities will fully engage our most able students Students perceive homework to be a valuable tool to extend learning Departments should be able to evidence higher achievement and attainment levels</p> <p>4. All independent home learning tasks are recorded in schemes of work All independent home learning tasks are recorded by students at the start of appropriate lessons All independent home learning is monitored and checked and omissions / underperformance followed up using whole school sanction policy Subject leaders carry out regular homework walks</p>	<p>1) July 2011</p> <p>2) Dec 2010</p> <p>3) July 2011</p>
		Evidence of Impact
		Students are stretched and challenged and on track to achieve their MTG.
		Resource Requirements
		County Advisor time Teaching and Learning outside speaker Department INSET time Subject Leader meeting time Teaching and Learning focus to all curriculum meetings R&D group ' Learning '

Enhancement Team Development Plan 2010 – 2011

Area: **Trips and Visits** AJD

Target: To introduce a clear and simple process for organising a trip

Action	Success Criteria
<ul style="list-style-type: none"> • Check list on how to organise a trip for subject leaders • Staff training for all and on line organisation for subject leaders 	<ul style="list-style-type: none"> • Clear calendar of trips and visits • Trips and visits policy written

Area: **Extended Learning Opportunities** AJD

Target: To extend and improve the ELO at school to improve achievement

Action	Success Criteria
<ul style="list-style-type: none"> • Identify hard to reach groups and their families • Increase ELO in and out of school through help with ESCO, SSCO • Attend QISS meeting and collaborate with critical friend 	<ul style="list-style-type: none"> • More students and families targeted and involved • QISS meetings to work with critical family more effective communication and marketing to students and parents • Achieve QISS emerging level

Area: **Gaining Ground** AJD

Target: To improve student engagement and achievement at Key Stage 4

Action	Success Criteria
<ul style="list-style-type: none"> • To support the work of departments through GG funding 	<ul style="list-style-type: none"> • Improved results in GCSE

Area: **Eco School Status** AJD

Target: To achieve Bronze and Silver ECO School Status

Action	Success Criteria
<ul style="list-style-type: none"> • Identify opportunities for student leadership 	<ul style="list-style-type: none"> • Achieve Bronze and Silver status
<ul style="list-style-type: none"> • Further collaboration with outside providers 	
<ul style="list-style-type: none"> • Discuss with interested staff at R&D group 	

Area: Healthy Schools AJD

Target: To improve exercise opportunities for all and address healthy lunches in school

Action	Success Criteria
<ul style="list-style-type: none"> Research and identify an appropriate street gym facility 	<ul style="list-style-type: none"> Construction of a street gym on school premises
<ul style="list-style-type: none"> Work with students and parents on provision of healthy lunches 	

Area: Enterprise Education WS

Target: To develop curriculum, social and community enterprise

Action	Success criteria
<ul style="list-style-type: none"> Develop and maintain audit of EE across the curriculum 	<ul style="list-style-type: none"> Staff have identified areas within their scheme of work Topics/subjects have been registered on Enterprise Tracker
<ul style="list-style-type: none"> Development of 3Es days 	<ul style="list-style-type: none"> 3Es Days are planned and implemented every half term
<ul style="list-style-type: none"> Reinstate Progress files at beginning of September with new Year 7 using electronic method 	<ul style="list-style-type: none"> All students to have produced their first Progress file at Tring School by building on work put together in Year 6 and transition. Progress file to be set up by end of Autumn Term for all Year 7 students
<ul style="list-style-type: none"> Develop links with Heads of Houses to identify social enterprise activities and encourage working in partnership with the Enterprise Market when possible 	<ul style="list-style-type: none"> Houses have a presence at the Enterprise Market
<ul style="list-style-type: none"> Develop work in progress with the allotment project 	<ul style="list-style-type: none"> Mini-projects set up with Skills for You groups and Pam Cruse Partnerships built with primary schools and community at large Development of work with Extended Learning Coordinator (Sue Atherton) and Evelyn Smith (Humanities)
<ul style="list-style-type: none"> Continue to build links with Business and Enterprise Colleges to share good practice 	<ul style="list-style-type: none"> New activities/projects introduced relevant to curriculum enterprise and/or social enterprise

Area: Careers Education and Guidance GJL

Target: To develop CEG across the school

Ensure Work Experience Programme meets needs of students in 21st Century

Action	Success Criteria
<ul style="list-style-type: none"> More accessible information 	<ul style="list-style-type: none"> More students come into Connexions Centre
<ul style="list-style-type: none"> Maintain open communication with 6th Form Team 	<ul style="list-style-type: none"> Shared initiatives
<ul style="list-style-type: none"> Major re-evaluation of WEX programme 	<ul style="list-style-type: none"> Students needs met

Area: Connexions GJL

Target: Improve access to resources for students and raise profile for parents

Action	Success Criteria
<ul style="list-style-type: none">• To look at layout of Connexions and delivery of resources	<ul style="list-style-type: none">• More students using resources and asking for help
<ul style="list-style-type: none">• Develop Web Site and leaflet communication to parents	<ul style="list-style-type: none">• Positive feedback from parents through questionnaire/evaluation

Area: PSHE GR/HG

Target: To develop the Life Skills programme across the school

Action	Success Criteria
<ul style="list-style-type: none">• Review programme and existing schemes of work	<ul style="list-style-type: none">• Better student engagement
<ul style="list-style-type: none">• Improve communication within the specialist team	<ul style="list-style-type: none">• Team feel more valued
<ul style="list-style-type: none">• Improve communication with parents	<ul style="list-style-type: none">• Raised awareness amongst parents of what Life Skills is and improved feedback in the Kirkland Rowell survey in November 2010

Area: Counselling LBo

Target: To introduce a new Peer Support Programme in line with the House system
To write a Bereavement policy for approval by Senior Management and Governors
Introduce Student Referral Forms to effectively evaluate the counselling process

Action	Success Criteria
<ul style="list-style-type: none">• Recruitment and training of peer supporters	<ul style="list-style-type: none">• Better communication with the Houses and more effective Peer Support
<ul style="list-style-type: none">• Liaising with Student Support Managers	<ul style="list-style-type: none">• More effective communication
<ul style="list-style-type: none">• Research what is required for an effective Bereavement Policy and liaise with Huw Bellis	<ul style="list-style-type: none">• Writing an acceptable/approved Bereavement Policy
<ul style="list-style-type: none">• Create a new format for student referrals	<ul style="list-style-type: none">• To create a more formal structure for feedback
<ul style="list-style-type: none">• Look at how other schools evaluate their Counselling service	<ul style="list-style-type: none">• To have an evaluation process in place

Area: Student Leadership SMC

Target: To develop student leadership opportunities across all curriculum areas

To set up the new House Councils

Action	Success Criteria
<ul style="list-style-type: none">• Share good practice in inset and /or subject leader's meetings. To have created a video demonstrating this initiative in different departments	<ul style="list-style-type: none">• Departments have identified and developed student leadership opportunities and these have been included in schemes of work and lesson plans
<ul style="list-style-type: none">• Create and implement new structure for House Councils	<ul style="list-style-type: none">• Each House has a working council that has successfully planned and implemented a significant project. All students are aware of what their House Council has done and the outcomes of their work.

Student Support Team Development Plan 2010 – 2011

Area: **Rewards & Sanctions - NB**

Target: Rationalise the school's rewards & sanctions system to ensure a more consistent approach by staff

Action	Success Criteria
<ul style="list-style-type: none"> • Review current practices – establish what works & doesn't • Ensure clear communications regarding revised system 	<ul style="list-style-type: none"> • Review complete • Student planner clear regarding rewards & sanctions • Section for staff in handbook • Increase in number of opportunities to celebrate student success

Area: **Uniform - NB**

Target: Smarten the appearance of the sixth form students through the implementation of a revised dress code

Action	Success Criteria
<ul style="list-style-type: none"> • Take group of sixth form students to visit other schools 	<ul style="list-style-type: none"> • Opportunity for visits provided
<ul style="list-style-type: none"> • Liaise with students regarding the uniform code 	<ul style="list-style-type: none"> • Discussions had • Agreed dress code formulated • Dress code implemented September 2010

Area: **Behaviour management - NB**

Target: Develop the use of an electronic behaviour management system at Tring School

Action	Success Criteria
<ul style="list-style-type: none"> • Visit other schools using electronic systems 	<ul style="list-style-type: none"> • Visits conducted – advice gained
<ul style="list-style-type: none"> • SSM's to populate behaviour management system 	<ul style="list-style-type: none"> • System populated
<ul style="list-style-type: none"> • Trial system with "guinea pig" groups 	<ul style="list-style-type: none"> • System trialled – end autumn term 2010-11 • Full implementation – start summer term 2010-11

Area: Team Management - NB

Target: Create a more effective Student Support Team

Action	Success Criteria
• Review teams job descriptions	• Job descriptions completed
• Review key student roles within school	• Roles reviewed & changes made if necessary
• Review physical space used by team	• Review completed & changes made as necessary
• Further develop the teams use of on going monitoring and evaluation in all its work	• Evaluation

Area: Tutorship - NB

Target: Strengthening the role of the tutor at Tring School

Action	Success Criteria
• Continue to develop new activities for tutor time	• Activities created and shared with form tutors
• Continue developing the opportunities for “informal academic mentoring” within tutor time	• Withdrawal of students during assembly time – tutor’s have time with specific students at tracker time
• Gauge staff opinion on changing length of tutor time & shape of school day	• Decision taken whether to change timings ready for September 2010
• Develop support for weaker tutors	• Tutors identified by HoH – programme of support applied

Area: Rewards and Sanctions - DR/HG

Target: Develop a new rewards system for KS4/5

Action	Success criteria
• Look at reward cards for KS4/5	• Implemented by September 2010
• Community hours rewards card - 6 th form	
• Launch cards to KS4/5	

Area: Rewards and Sanctions - GR

Target: Develop a more streamlined detention system

Action	Success Criteria
• Rationalising detentions - school, house, department	• Clear systems by September 2010
	• Fed into Behaviour Management System September 2010 (trialled)

Area: Tutorship - FC

Target: Continue to develop tutor time activities

Action	Success Criteria
<ul style="list-style-type: none">• Create tutor time plan for 2010-2011	<ul style="list-style-type: none">• Plan completed
<ul style="list-style-type: none">• Review tutor activities	<ul style="list-style-type: none">• Calendar of event for House Activities
<ul style="list-style-type: none">• Activity of the week	

Area: Rewards and Sanctions - DW

Target: Develop a new system for late detentions for September 2010

Action	Success Criteria
<ul style="list-style-type: none">• Contact schools to see how lates systems work	<ul style="list-style-type: none">• New system launched September 2010
<ul style="list-style-type: none">• Discuss versions of new system with team	
<ul style="list-style-type: none">• Launch new system	

Area: Learning Support - CO

Target: To develop systems for gaining prior information about student needs

Action	Success Criteria
<ul style="list-style-type: none">• Sharing decisions and strategies to support vulnerable students in behaviour management across all members of the SST.	<ul style="list-style-type: none">• Meetings arranged to share information.• Key workers allocated, students given personalised support• Guidelines issued
<ul style="list-style-type: none">• Improving communication with teaching staff through Link TAs to gain prior information for lessons, SOWs etc	Meetings arranged, SOWs given, informed of changes to routine. Early intervention provided, student needs met.

Area: Behaviour Management - KB & JuS

Target: Research and develop the use of an electronic behaviour management system for Tring School.

Action	Success Criteria
<ul style="list-style-type: none">• Research Behaviour Management System	<ul style="list-style-type: none">• Implementation of Behaviour Management systems September 2010
<ul style="list-style-type: none">• Appendix - sanctions	<ul style="list-style-type: none">• Clear sanctions implemented to students, staff and parents

Governors Plan

Objective: To ensure best value delivered from existing school budget and ability to meet future funding needs via longer term budget planning		Leadership Team Responsible Julia Wynd
		Governing Body Committee Resources
Action	Success Criteria	Date to be Achieved
<ol style="list-style-type: none"> 1. Guide and oversee restructure of leadership/management of support staff in finance and business management areas to ensure provision of optimal framework and required competencies to meet both operational and strategic planning requirements 2. Increase focus on evaluating ROI on budget spend by more systematically reviewing plans and assessing impact, most particularly in areas including Gaining Ground, Humanities and SEN funding, 3. Work with the school to develop 2 – 5 year budget planning cycle to deliver immediate and future priorities in the context of potential budget reductions (core and/or exceptional funding). 4. Further develop GB skills/knowledge on financial governance and strategic planning by seeking input on best practice from GB's in high performing schools, SIP support etc. 	<ol style="list-style-type: none"> 1. Revised structure in place and populated; job descriptions and performance management criteria agreed. Incumbents working effectively with Resources Committee, and Committee Chair confident that statutory obligations effectively fulfilled and within required deadlines. 2. Resources Committee spend more time working at a more strategic level, focused on evaluating ROI and planning for future needs with less time spent on ensuring compliance and monitoring at an operational level. 3. Increased clarity on how future priorities will be funded with outline plan to secure additional funding and contingency plans to minimise impact of potential budget reductions, funding withdrawal etc. 4. Members of GB beyond Resources Committee have greater awareness and understanding of budgetary position and apply ROI/impact criteria in evaluation in all aspects of governance. 	tbc
		Evidence of Impact
		<ol style="list-style-type: none"> 1. Balanced budget 2. 2 – 5 year outline budget plans 3. Resource and Full GB meeting agendas/minutes 4. Evidence that funds released from efficiencies deployed to enhance front line services
		Resource Requirements

Governors Plan

Objective: Effective engagement with parents, pupils and staff ensuring appropriate GB focus and effective and appropriate response to issues and concerns		Leadership Team Responsible Julia Wynd
		Governing Body Committee Students & Family / Full GB
Action	Success Criteria	Date to be Achieved
<ol style="list-style-type: none"> 1. Develop/communicate a shared Governor vision for the school and to publicise via the GB area on the website and also via a leaflet (incl. GB details) for distribution to parents of new students to the school. 2. Strengthen GB participation/use of existing mechanisms* to gather feedback from parents/students/staff/wider community (incl. developing additional ones if necessary) and to ensure these inform and guide short/long term priorities within the school. (* Includes Parents Forum, Kirkland Rowell survey, attendance at scheduled events etc.) 3. Create a mechanism (electronic or paper) to capture informal feedback to Governors from parents/students/staff/other stakeholders, to hold on the LP and ensure processes to: <ol style="list-style-type: none"> a. Ensure an appropriate response from the school to any specific issues arising b. Enable the full GB to periodically review key themes and use as input to the strategic planning process. 4. Continue to develop departmental links building on work undertaken in 2009/2010 to forge stronger links with staff beyond the LT. 	<ol style="list-style-type: none"> 1. Transparent and visible GB where parents, students and staff are aware of who Governors are, their aspirations for the school and how to contact them should they wish to express views or concerns. 2. Governors feel well informed of the views of all stakeholders and can consider and appropriately represent their views when fulfilling their governance duties. 3. Staff positively welcome the participation of Governors within the school, pro-actively consider the contribution they can make and invite to appropriate meetings and events. 	tbc
		Evidence of Impact
		<ol style="list-style-type: none"> 1. GB area on website 2. GB leaflet 3. File of feedback (incl. notes on follow-up) 4. Log of Governor visits to school incl. outcomes
		Resource Requirements

Governors Plan

Objective: Ensure the maximisation of the impact of the Humanities specialism and to assist in school in ensuring seamless re-designation in 2012		Leadership Team Responsible Andy Hencken
		Governing Body Committee Curriculum & Teaching / Full GB
Action	Success Criteria	Date to be Achieved
<ol style="list-style-type: none"> 1. Build GB awareness of the scope of the Humanities plan, its linkage to other priorities within the school (and their dependency on specialism funding) and the requirements and expectations of the specialism as a pre-requisite to re-designation (via workshop with Governors at Autumn 2 meeting). 2. To strengthen Governor links with core specialism subjects by ensuring at least one visit throughout the year and linkage with LT/DOL with responsibility for Humanities 3. Ensure systematic process to report progress against Humanities plan, with particular focus on academic achievement, to the full GB via the C&T committee. 4. Work with the school to maximise success in re-designation in 2012 and to develop contingency plans to enable initiatives to continue should changes to specialism funding occur. 	<ol style="list-style-type: none"> 1. Governors are able to articulate the benefits to the school of the specialism status and the dependency of the school upon it. They understand the criteria for specialism status and the processes are in place to report to the GB to ensure these are met. 2. Staff responsible for Humanities feel the GB recognises and supports the specialism and give it the necessary profile and focus to assist them meet their objectives. 3. GB and school have confidence that they will successfully be re-designated. Should changes to funding occur, that there are plans in place to ensure the most valuable initiatives (e.g. enhanced curriculum, active learning) enabled by the specialism are not at risk. 	tbc
		Evidence of Impact
		<ol style="list-style-type: none"> 1. GB meeting agendas/minutes 2. Log of Governor visits to school incl. outcomes 3. 2012 re-designation 4. Ability to continue key elements should funding be reduced/withdrawn
		Resource Requirements

Enablers to support achievement of GB objectives for 2010/2011

The following are not objectives in themselves but need to be reviewed/implemented to ensure we can fulfil the areas highlighted above. Will need to consider in the light of the agenda plans for the year and also map out requirements for SIP support so can secure early.

1. Governor training and development:
 - a. Use SIP allocation to run 1 or more workshops on Stronger Governance
 - b. Heighten value of link programme by exploring viability of joint observations to maximise Governor learning and development
 - c. Review/re-invigorate Governor training. Re-affirm expectations and requirements; provide appropriate support to Sam Hall (or ANOther) to fulfil; check induction process fit for purpose
2. Include self review section in full GB agenda plans for forthcoming year:
 - a. Review vs. quality standards
 - b. Review progress against 2010/11 objectives (Spring 2 meeting?)
 - c. Plan for 2011/12 objectives (Summer 1 meeting?)
3. Further developing linked governor initiative
 - a. Sue Wheatley happy to continue with this – happy to own task to fill vacant priority slots
 - b. Review Visits Policy and adapt as necessary
 - c. Review file capturing visits and outcomes on LP / adapt as necessary
4. Seeking/leveraging best practice
 - a. Explore benefits of linking with other GB's with specific objectives in mind (financial planning/exploiting the specialism etc.)
 - b. Build on work that Lesley Whitehead started
5. Ensuring Governor familiarity with the SEF (preparedness for Ofsted?)
 - a. May link to 1 a above
 - b. Possibly run an interactive workshop specifically dedicated to building Governor knowledge of SEF and school plan.

Tring School Policy Updates 2010 - 2011

Spring Term 1

Policy	LT	LT Meeting	Unions	Committee	Governing Body
Drugs & Substance Abuse (Feb 2010)	AJD	8/12/09	10/12/09	S & F 13/1/10	4/2/10
Physical Restraint	NB	8/12/09	10/12/09	S & F 13/1/10	4/2/10

Spring Term 2

Policy	LT	LT Meeting	Unions	Committee	Governing Body
Visits	AJD/TD	2/2/10	13/7/10	S & F Sept 2010	Oct 10
Lettings	TD	2/2/10	n/a	Resources 15/3/10	26/5/10
Gifted & Talented	NB	23/2/10	n/a	C & T 10/3/10	26/5/10

Summer Term

Policy	LT	LT Meeting	Unions	Committee	Governing Body
Admissions (2011-12)	JW	n/a	n/a	S & F July 10	Oct 10
Performance Management Support / Teachers	AFH	27/4/10	13/5/10	Resources 21/6/10	8/7/10

Autumn Term 1


Policy	LT	LT Meeting	Unions	Committee	Governing Body
Child Protection Policy (May 09)	NB	n/a	n/a	S & F Sept 2010	
Homework Policy (July 07)	SAA	14/9/10	n/a	C & T Sept 2010	Oct 10
Charging & Remissions (Oct 09)	TD	n/a	n/a	Resources Sept 2010	Oct 10
Pay Policy (Annual)	JW	n/a	Sept 10	Resources Sept 2010	Oct 10
Sex & Relationship Education (July 08)	AJD	14/9/10	n/a	S & F Sept 10	Oct 10
Ed of Children & Young People Unable to attend (Medical) (Oct 07)	NB	n/a	n/a	S & F Sept 10	Oct 10

Autumn Term 2

Finance (Annual)	TD	9/11/10	n/a	Resources Nov 10	Dec 10
Continuous Professional Dev (June 08)	AFH	12/10/10	7/10/10	Resources Nov 10	Dec 10
Students' Attendance Policy (Dec 09)	NB	n/a	n/a	S & F Nov 10	Dec 10
Life Skills (May 09)	AJD	9/11/10	n/a	S & F Nov 10	Dec 10
Physical Restraint (Annual)	NB	11/1/11		S & F Nov 10	Dec 10
Gov Visits Policy & Code of Practice					
Equality Schedule Review (Annual)	NB	7/12/10	n/a	S & F Jan 2011	Feb 2011
SEN Policy (Annual)	NB	7/12/10	n/a	S & F Jan 2011	Feb 2011

Spring Term 1 (2011)

Fairtrade (New)	AJD	n/a	n/a	S & F Jan 2011	Feb 2011
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 Dates to be confirmed

Spring Term 2 (2011)

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Summer Term (2011)

Healthy Food	AJD	n/a	n/a	S & F May 2011	May 2011
Admissions (2012-13)	AJD	n/a	n/a	S & F May 2011	May 2011

Autumn Term (2011)

Behaviour Policy (Dec 09)	NB	7/6/11	Sept 2011	S & F Oct 2011	Dec 2011
Health & Safety	TD				