**St James’s Church of England High School**

**General Information**

**September 2017**

**School History**

St James’s Church of England High School is an 11-16 mixed comprehensive was officially founded in 1961 as a Church of England Secondary School to provide a Christian education for children in the South Bolton area.

We refer to ourselves as the family of St James’s and this is echoed by our commitment to a mantra of “Caring for Others † Achieving Excellence” and this permeates all areas of school life.

We were awarded the ‘outstanding’ category by Ofsted (2011) and the SIAMS (2016). In September 2013 we were delighted to be designated a National Teaching School. This has offered our staff many opportunities to develop their skills as SLEs, deliver quality CPD or be involved in cross school educational research.

Collaboration is very important to us and we see it as being central to further improvement. The school is also a member of the Bolton Learning Alliance. Relationships with the Local Authority and local schools are extremely good. We have also established a Teaching School Strategic Board and operate a wide alliance network both within and outside out Bolton.

It is vital that teachers have the opportunities to constantly refresh their practice and we offer an excellent CPD programme for all staff. For teachers, this takes place on a Wednesday afternoon, 2.30-4.30pm. Many of our staff are outstanding practitioners and Specialist Leaders in Education (SLEs), leading on teaching and learning initiatives, reducing within school variation and further developing 21st century teaching. *A copy of the current CPD programme for teachers can be found at the end of this document.*

**Future Developments**

Over the past two years we have been investigating the move to academy status and forming a MAT. Initially the MAT would include two other local schools, Canon Slade and Bolton St Catherine’s. Canon Slade and St James’s (both judged outstanding by Ofsted and SIAMs) are applying for conversion to academy status and will form the MATs. From this point we will look to sponsor Bolton St Catherine’s (currently RI). Currently we are looking at December 2017 for conversion with our Headteacher, Tania Lewyckyj, being the CEO designate.

We have thought long and hard about these next steps in our development and believe that by moving to a MAT will be the right decision to take on a number of levels. Firstly, we have a moral obligation to support other schools and we have been doing this since 2013 as a National Teaching School, working alongside the Bolton Learning Alliance. Secondly, we wish to have control of our own destiny and set the agenda for our school and others to achieve the best for pupils and staff within a local context. In addition, the new formula funding indicates further reductions in finance for schools and we must look at ways in which we can make savings across a variety of services by working more closely together. Finally, as a family of Church of England schools we believe we can share best practice within the MAT, offer more opportunities to pupils and staff and create an educational environment which celebrates the uniqueness of every child.

We are also ready to submit our free school bid (St John’s CE HS – to be built in the Bolton region) to address the huge increase in secondary pupil numbers in Bolton and the fact that we currently have around 1000 applications for 210 places in Year 7. We await the opening of Wave 13, which was suspended during the general election.

**Location and Site**

The school is situated in Farnworth, in the south of Bolton, close to the motorway network, approximately three miles from Bolton town centre, providing easy access to various residential areas and the surrounding countryside.

**Accommodation**

Teaching areas are contained within seven blocks. All subjects benefit from specialist rooms and there are seven modern science laboratories, five well equipped technology rooms and seven state of the art ICT suites. Classrooms are well resourced, each with an interactive whiteboard, and provide a pleasant teaching and learning environment for staff and pupils. The school has a SIMS administration and curriculum computer network. Departments have the benefit of access to a computer suite in their own teaching areas. There is a large staff room with access to computers and photocopying facilities.

We are constantly looking at ways to improve the environment and enhance the use of ICT in the classroom.

**Intake**

The school is over-subscribed and currently has an intake of 210 pupils in all years, bar Year 11. For the past three years we have had the highest number of requests for a Year 7 place in Bolton.

Pupils are drawn from all over Bolton but mainly from the surrounding area, which has a higher than average level of social deprivation. Pupils come from over 50 partner primary schools and an effective transition programme is in place. A small number of pupils have special educational needs and approximately 25% are from ethnic minority groups. We pride ourselves on our commitment and success with social cohesion and we develop young people who understand the moral framework from which to lead a positive and engaging life, caring for others along the way.

The ability of the intake is above average in the Local Authority.

Attendance is high, in excess of 97%.

Our curriculum is based on a five year model and pupils make their option choices in Year 8 to begin study in Year 9. The Year 9 curriculum is not another GCSE year as it focuses on skill development and teachers have more time to expand and enthuse about their subject within this year before the start of the GCSEs.

GCSE results are very good, and well above national averages, especially with regard to 5 A\*-C including English and mathematics. In 2017 84% of pupils left Year 11 with a 4+ grade or above in English and maths. Progress 8 was positive in 2016 but we are not complacent and would like to achieve higher in this area.

We do particularly well with careers support and almost all pupils go on to higher or further education, training schemes or employment. In 2016 there were no NEETs (pupils Not in Educational, Training or Employment)

Our pupils enjoy a very good reputation in the local community and community cohesion is strong.

## **School Ethos**

One of the main reasons for the success of the school is the excellent individual care and attention given to each pupil within the ethos of our Christian family community. We also insist on high standards of dress, appearance and behaviour from our children. Our code of conduct is based on self-discipline, tolerance and a respect for self, others and the environment.

As part of our commitment to developing a caring, Christian and spiritual ethos we encourage pupils to be involved in major fund-raising projects within the school. Pupils have raised large sums of money for local, national and developing world charities and we are currently supporting Bolton Hospice and other charities. Sacrificial giving is an important part of school for both staff and pupils.

Our priority is to improve our academic standards at all levels to ensure that our pupils fulfil their potential and leave St James’s with the skills and knowledge they need to succeed in a rapidly changing modern world. Results continue to improve; reflecting the increase in ability of our intake and the value added provided by a hard working and committed staff.

As previously stated, in December 16, the school was also inspected by the Schools Inspectorate of Anglican Schools. We were judged again to be ‘outstanding’ in all aspects of provision and achievement – a credit to staff and pupils, although we are never complacent and strive to be even better.

**School Aims**

In this Church of England School our core belief is that everyone is created in the image of God and we aim to:

1. create a Christian ethos in which everyone is equally valued as a member of the family of St James’s;
2. provide a safe and happy environment in which all pupils have the opportunity to develop personally, physically, socially, academically and spiritually;
3. develop a caring community in which each person is encouraged to demonstrate concern and respect for everyone and to develop self respect and discipline;
4. provide a relevant curriculum with a wide range of learning experiences to meet the differing needs of individual pupils whilst offering equality of opportunity and high standards of teaching;
5. foster in each pupil a joy for learning and recognition that education is a lifelong process in order to make a full and rewarding contribution to the community.

**Pastoral Care**

The pastoral organisation was recently reviewed and subsequently a new structure was implemented for the academic year 2017/2018. Central to our school ethos: Caring for Others + Achieving Excellence, the pastoral organisation is based on an Assistant Head teacher who has responsibility for five Year Leaders and a Behaviour Intervention Team that includes a lead and a manager. Each Year Leader leads a team of 8 committed Form Tutors.  The commitment to the ‘family’ means that all tutors and Year Leaders stay with their year groups for five years. All staff consider themselves to be a part of the pastoral system, and our pupils expect to care for others as well as to be cared for themselves. We have also offered assistant year leader posts to build capacity and develop staff skills. We pride ourselves on our pastoral care which we believe offers our pupils the support they need to cope with the challenges of this stage in their lives and have been judged as outstanding in this area.

**The Curriculum**

Subject organisation is based on a departmental structure. Key Stage 3 provision meets all national curriculum requirements and lessons are taught on a 29 lesson basis of 50 minutes duration. Literacy Zone is offered in Year 7 for 1 session per week and Learning Zone for 2 lessons per week in Y8. Pupils study either the OCR GCSE Project or Arts award in this time. Currently, at Key Stage 4, all pupils take the core subjects and four option subjects. All pupils take GCSE RE and ICT in Year 9 and 10. Approximately 1% of the cohort at KS4 attends vocational courses outside of school. The teaching organisation is based on two mixed ability bands with setting available in the bands or across the year. All pupils study religious education throughout their five years at St James’s and follow a course in personal, social and health education. There is a wide range of extra-curricular opportunities including visits, work experience, clubs and sporting activities. Nominated pupils attend intervention programme activities including catch-up, mentoring, and all pupils can attend study support and homework clubs.

**2017-18**

|  |  |
| --- | --- |
|  | Hours per subject |
|  | KS3 | KS4 |
|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| English | 4 | 4 | 4 | 5 | 4 |
| Mathematics | 3 | 3 | 3.5 | 4 | 4 |
| Science | 3 | 3 | 3.5 | 5 | 6 |
| Modern Foreign Languages | 3 | 3 | Option | Option | Option |
| Technology | 2 | 1.5 | Option | Option | Option |
| History | 2 | 2 | Option | Option | Option |
| Geography | 2 | 2 | Option | Option | Option |
| Art | 1 | 1 | Option | Option | Option |
| Music | 1 | 1 | Option | Option | Option |
| Computing | 1 | 1.5 | Option | Option | Option |
| MFL(Core) |  |  | 2 |  |  |
| Physical Education | 2 | 2 | 2 | 1 | 1 |
| Religious Education | 2 | 2 | 3 | 2.5 | 0.5 |
| PSHE | 1 | 1 | 1 | 0.5 | 0.5 |
| ICT (GCSE) |  |  | 2 | 2 | 1 |
| Asdan |  |  | Option | Option | Option |
| Literacy zone/Arts award | 1 | 2 |  |  |  |
| Drama | 1 |  | Option | Option | Option |
| Option Subjects (2) |  |  | 2x2 | 2 x2 | 2 x3 |
| Option Subjects (2) |  |  | 2x2 | 2x2.5 | 2 x3 |

## **Staffing Levels**

There are 70 teaching staff mainly on full time contracts delivering the curriculum, supported by an even larger team of SEN teaching assistants, support staff covering administration, reprographics and technician support. As a Voluntary Aided secondary school, the governors employ staff using National Society contracts which complement all national agreements and pensions schemes.

**Leadership and Management Structure**

The Senior Leadership Team currently consists of the Headteacher, two Deputy Headteachers, five Assistant Headteachers and the School Business Manager. This group meets on a regular basis and each person is also linked to a curriculum or administrative area of school provision. The SLT work under a distributed leadership model and regularly invite other members of staff in to the SLT meetings. Currently, there is one middle leader on an associate SLT programme to further enhance their pathway to leadership.

Subject Leaders form the Curriculum and Assessment Committee and are supported by their SLT member via a weekly timetabled meeting. Middle leaders are central to school improvement and one AHT is responsible for the Departmental Self Review working alongside the subject leaders to ensure best practise across all areas.

The school seeks to involve staff at all levels and values their contribution to the school leadership and management processes. In our school, everyone is a leader, including the pupils. We have over 100 pupils currently in the school council and they regularly feedback to governors and the SLT.

**Teaching and Learning and CPD**

The School Development Plan and performance management reviews identify whole school, subject and individual training needs. We have developed a new Teaching and Learning policy that support our focus to be the best we can be in the classroom. There is similar CPD provision for support staff. We have also establish a Transforming Learning Team, alongside a CPD group of dedicated staff who aim to ensure that St James’s further develops our capacity in the classroom so that lesson are fun, engaging and inspiring.

**The Governing Body**

The governing body actively supports the school through regular meetings, and individual governor links with subject department. As in any church school, the governing body is also the employer of staff and our governors are fully committed to and supportive of the work that we do at St James’s.

**Appraisal**

The new Appraisal requirements are in place for teaching staff and similar procedures operate for support staff. Objectives set are clear, robust and encourage high aspirations. These also link to intervention through the pupil progress category.

## **Budget**

Despite reductions in LA funding allocations, St James’s has operated on a secure financial footing. Careful planning by governors has enabled them to increase staffing to match rising pupil numbers. Their priorities continue to be staffing and resources to improve teaching and learning and raise standards of pupil attainment and achievement. Governors give emphasis to government initiatives that support these priorities.

**Equal Opportunities**

The school is committed to providing equality of opportunity within a cohesive community for both pupils and staff and also to breaking down established stereotypes. This commitment is reflected not just in the policy statements but also in practice through the curriculum provided, our ethos and the relationships between pupils, staff and the local community.

**Parents and Staff**

Staff are caring and supportive of each other, and social events and trips are organised and well supported throughout the year. Staff rarely leave St James’s, but they are never complacent. We look our staff as we realise they are our best resource.

Parents support the school through gift aid which raises in excess of £25,000 each year to support major whole school developments. The school also recognises and values the positive and supportive relationship that exists with parents.

**Staff views on working at St James’s**

We asked staff if they would be willing to share their views on working here with others who may be interested in joining our family, here are a few of their comments at September 2017 :

**Pastoral Colleague joined September 2017:** *When an opportunity to work at a school with the reputation that St James’s has, I had to give it some serious consideration, no matter how happy or settled I was in my previous job.*

*Walking through the door the first time, I was made to feel very welcome by both pupils and staff alike. I knew instantly that I wanted to work at St James’s.*

*Since starting at St James’s in September, I feel settled, comfortable and very happy in my surroundings in a school that really does care for each other”*

**This person joined us as a member of support staff and has since trained with us to become a teacher:** *For me, one of the most refreshing things about working at St James's is the support network available to staff and the emphasis on professional development. Within departments, and at a whole school level, there is support and advice swapped freely between colleagues. Moreover, if there is a particular area you are interested, in the school encourages and supports progression which ultimately leads to more job satisfaction.*

**HOD, joined us around 7 years ago:** *A lovely friendly school where you can actually teach and enjoy your job!*

*At St James’s it isn’t just about the results it is about the child, our ethos and each other.*

**HOD, joined us around 3 years ago:** *It is a privilege to work in a supportive, family environment that nurtures and facilitates continual personal and professional improvement*

**A member of the administration team:** *I would just like to say that being a ‘southerner’ I find St James a lovely place to work in.  Everybody is friendly and willing to help and I have to say that out of the three schools that I have worked in this has come out top.  It is difficult to put into words but after working in my previous school for 14 years thought I would find it difficult to adapt to change but at St James you are made to feel so welcome and everyone is so caring that you fit into the St James way so quickly that is seems as though you have always been here.*

**Our School Chaplain:** *If I was to some this place up in one word, it would be family. St James’s is a team of hugely talented and massively dedicated staff who care for each other and the pupils within our care*.

**New Teacher September 2017:** *I travel 17 miles each way to get to work and I look forward to every day.  I knew from the moment I stepped into St James' that it is a very special place.  There is a real family atmosphere and a buzz about the place and everything, from the daily routines to the special moments like Peace Café and Communion, embeds the school motto of Achieving Excellence and Caring for Others.*

**A colleague joining us on supply from an agency:** *I would like to say that from my first day of working here, I have been made to feel welcome.*

*All staff and the pupils are very friendly and helpful.  This is definitely the place to work*

**Assistant Head who joined us originally as a MPS Teacher:** *St. James’s really is a family. From the minute you walk in there is something special about this place! It has a welcoming factor you can’t quite put into words. Your professional journey is supported and you are given all opportunities to develop and grow whichever role you are in. There is a real team spirit and a sense of purpose towards a common goal; nurturing young people to be the best they can be. It’s so much more than a ‘job’. There is a true sense of belonging and it is a genuine pleasure to work at St. James’s every day.*

**Teaching Assistant – several years at St James’s*:*** *Its great to work here.  Colleagues are friendly and helpful.  You feel much supported and the pupils are great.*

**A HOD who joined us as a RQT several years ago*:*** *I love working here as I feel I am are part of a culture of help, support and guidance. A place where people help you develop professionally and personally, where you don’t feel like an outsider. The real family feel is evident.*

**An experienced core subject teacher who likes our school canteen:** *Friendly staff and pupils with a great family ethos, supportive Head teacher, and Chicken Goujons!*

**Behaviour Intervention Lead, joined us as an NQT and now a senior member of the pastoral team:** *There is something different – nothing tangible, a feel. Staff go out of there way for pupils and each other. It used to be referred to as the family of St. James’, now more ethos. It is enjoyable to work here and staff become friends and not just colleagues, by doing things outside of work – walks etc.*

**A long standing member of support staff:** *St James’s just has the “X” factor – it always has. I couldn’t contemplate working anywhere else*

**New Teacher September 2017**

*As a new member of staff I was understandably a little anxious about starting at St James's.  The induction day was well organised and staff were friendly, approachable and happy to answer the many questions the new staff had. This has continued during my first few weeks.  I've worked in other schools but I have never encountered such a supportive staff.  Everyone at St. James's works so hard to help each other and SLT are always visible, popping into lessons and speaking to students on corridors.  I have been made to feel welcome and valued.*

**New HOD –September 2017:** *When St James's say they're a family, they really do mean it. So many colleagues sought me out to introduce themselves within my first few weeks here and by week 4, I feel a part of the furniture. You're welcomed with open arms and the enthusiasm and commitment of the staff is palpable*

**Geography Teacher –here several years*:*** *I was a pupil of St James’. I loved my time here and it has always held a special place in my heart. The feel of community and belonging to something special. St James’ gave me a huge boost in my self -confidence as a pupil and, once I decided to teach, I always wanted to find the chance to give something back. I feel proud to have the opportunity to do so.*

**Member of the support staff team**: *Previously I have always moved on after about 2 years, however I am now in my 10th year at St James’s time flies when you’re having fun. St James’s really is a lovely place to work, staff and pupils are friendly and it feels like a little family.*

**What we are looking for from candidates**

At St James’s we want people who want more than just a job. Teaching for us is a vocation and many of the support staff share a similar attitude too. We want to work with people who enjoy working with and for young people. Our pupils are well behaved and this allows new staff to develop their craft and focus on learning as opposed to behaviour management.

Naturally, we expect excellent subject knowledge and relevant experience but we are looking for more than that. We want to make the learning explicit, fun and challenging for all. New colleagues must want to become part of the family culture that exists in our school, to participate in the life of the school and embrace the spiritual nature, whatever your beliefs. We want emotional intelligent and resilient learners who are not afraid of trying new things and have a genuine commitment to continuous professional development, whatever the role.

We are looking for staff that see themselves as leaders, have empowerment and do not just rely on a hierarchical system. More than anything we want people who understand the importance of “Caring for Others † Achieving Excellence”.

We are an outstanding school and by working together we can achieve the best for our young people, our staff and our community. At St James’s we don’t just offer the pupils the chance to be the best they can be, it applies to each and every one of us.

St James’s

INTERNAL CPD PROGRAMME 2017-18

Copy supplied for applicants for information

INTERNAL SIT PROGRAMME

The nature of our Wednesday afternoon’s training programme is constantly evolving which has been reflected in the rebranding of the afternoon from CPD to School Improvement Time (SIT). When the programme was established, it was focussed on the development of T&L across the school with whole school training sessions being hosted weekly in the main hall. From there the format gradually changed to one based mainly on data analysis hosted within departments. Both formats have their strengths and weaknesses and the 2017 – 18 programme will be a combination of the two. Whole school training sessions will, when possible, be limited to 1 hour to enable departments to spend time embedding the skills into their daily routine.

Please note that the SIT calendar is a live document that is constantly changing. HODs should constantly check the calendar and plan for any additions / deletions that may involve departmental planning.

The programme forms a segue between the school development plan and classroom practice by linking together the following key aspects of school life.

* Progress discussions
* Departmental priorities
* Teaching and Learning
* Pupil progress
* Other whole school priorities including legal requirements e.g. fire safety and PREVENT training

***NB Some pupil catch up sessions may be run between Feb half term and Easter. This will be confirmed following the January mock exams.***

***School Vision***

The school moto of **Caring for Others + Achieving Excellence** underpins all aspects of school life including the SIT programme. The aim is to improve pupil progress at all levels through **outstanding**:

* Pastoral care for staff and pupils
* Teaching and learning
* Leadership

There will be sessions that focus on staff wellbeing, highlighting the importance of positive relationships and work / life balance.

***PROGRESS / STANDARDISATION DISCUSSIONS (CAN) -*** *Improve GCSE results to be above national average in all subjects*

These SIT sessions are key to ensuring that pupils and staff are being supported at an appropriate level. Discussions should be held in a manner that is conducive to open, honest and professional conversations. The sessions will be led by HODs and will involve a 1:1 / group discussions on class data linked to the data submission from the previous week. It is expected that class teachers will provide details of intervention strategies used on targeted groups of learners. ‘Steps 2 Success’ scores will also be a focus of the discussion. NB Intervention strategies should focus on differentiated teaching styles and not necessarily on additional afterschool sessions.

The outcomes of these discussions will be fed back to line managers during the following week’s DSR meeting where pupils’ progress strategies and staff support will be discussed.

***Departmental Priorities (HoD)***

Time will be available during the SIT sessions for departments to work on their targeted priorities as highlighted in their DDPs. The Heads of Department should organise their sessions to maximise the output of their team. For example, some progress discussions will involve private 1:1 conversations with staff, whilst others will be group based. Staff not actively involved in these discussions should be tasked to work on departmental priorities. Core subjects should plan to use their second in department effectively to assist with the process.

**Where possible all group SIT activities will be limited to 1 hour with the second hour being handed over to departments to embed the information covered in the course, moving on to department priorities when appropriate.**

***LEARNING & TEACHING (TLT)***

A whole school priority is to ensure that high quality learning and teaching in all areas is driving pupil progress. To support this the Transforming Learning Team (TLT) has been expanded to allow volunteer staff to work in small research development groups on key areas of teaching and learning. The focus of this year’s work will be differentiation, targeting questioning, challenge in lessons and the impact of marking and written feedback. Once again, Lesson Study will be used by departments to showcase outstanding practise as well as fostering departmental improvements. An additional outcome of the programme is the production of online / electronic SIT activities that can be used independently by staff to develop their teaching and learning pedagogy.

***PERSONAL PROFESSIONAL DEVELOPMENT TIME (PPD)***

These sessions will provide the time and opportunity for colleagues at different career stages with different areas of expertise and development needs. There will be differentiated sessions for the Middle Leader Development Programme, ITT Mentors (including opportunity for Masters Accreditation), SLE updates, the BIG WRITE Champions and online TLT units.

***OTHER WHOLE SCHOOL PRIORITIES***

These sessions will focus on school priorities that have not been addressed in other area e.g. Pastoral and worship (AHU & JWH), Transition (JWH / LCW), Preparation for Open and Options days (ALH / RCO), Curriculum Reviews (RIO), Appraisal (ALH) , SEND (JWH / ISI), Health and Safety etc.

***REVISION INTERVENTION***

The structure and organisation of these sessions will be decided following the January mock exams. They will focus on year 11 English, Maths and Science revision lessons with some core skills

**PLEASE NOTE, THE FOLLOWING SIT PLAN IS A WORKING COPY AND IS SUBJECT TO CHANGE. AS MUCH NOTICE AS POSSIBLE WILL BE GIVEN TO STAFF BUT PLEASE BE AS FLEXIBLE AS POSSIBLE.**

| **2017 - 18** | **w/b** | **Data Submissions & deadlines** | **School Improvement Time (SIT)** |
| --- | --- | --- | --- |
| **First Day Back** | . | Staff presentationmay include pastoral & the role of the form teacher (JWH). Progress 8 (CL)Transition information (JWH & ISI), Steps 2 Success (JWH) |
| **Sep** | 4 | . | **GCSE Data Review** (Mon & Wed) PAM (yr 10 & 9) |
| **Sep** | 11 | . | **‘Sharing the Vision’: Aim: To support staff & pupils in becoming the 'best they can be'**TLT share the T&L vision of the year. Time for departments to share their vision and how it fits the whole school vision. Department tables in hall – HoD’s share vision from development plans and amend if necessary. HODs feedback to SLT Line manager in next DSR |
| **Sep** | 18 | . | **‘Developing Challenge, Questioning and MWF’: Aim: To support staff in increasing challenge, level of questioning and impact of MWF in lessons**To deliver a short session on challenge in lessons and targeted questioning (1hr). Time for departments to develop/discuss a 'super 6' or similar idea to make 'subject success criteria' clear. This is to be able to highlight progress over time and make ‘Book-Look’ more worthwhileShare book scrutiny impact 2016-17 and plan improving MWF impact **(pp/ph)**Think Open Day & displays. A lot is gleaned from learning environment. |
| **Sep** | 25 | . | **Open Day Preparation** Ensure subject success criteria is visible. |
| **Oct** | 2 | . | **‘Set Out Your Stall’: Aim: To support staff in completing a diagnostic of MWF and what progress over time is going to look like in books**Book-Look sampling in the hall to complete a diagnostic against the school policy. Time for departments to explain how we are using them to highlight progress. How could parents see progress? Celebrate with other departments. |
| **Oct** | 9 | . | **Appraisal (AL)**When not involved in appraisal conversations work on TLT on-line units or small group TLT delivery |
| **Oct** | 16 | **Yr7 baseline & Yr11 Predictions(Data submitted by 17th October)** |  Yr 11 Predictions - Link to Appraisal conversations. **Appraisal (Department time)** When not involved in appraisal conversations work on TLT on-line units  |
| **Oct** | 23 | **.** | **.** | **.** |
| **Oct** | 30 | . | **In Class intervention (CAN)** 1 hour delivery followed by 1 hour in departments |
| **Nov** | 6 | **Year 8 data submitted** | **‘Personal Professional Development’: Aim: To provide time for dept/staff to work on their own personal development**ITT Mentor Training / Masters level AccreditationSEND Executive Functioning Skills (memory/organisation and Learning) (ISI)BIG WRITE Champions Departmental pairing & coachingTime for staff to complete ‘online CPD units’ (units available to date on ‘CPD Teachers’)* The Skill of Questioning
* The Challenge of More Able
* Growth Mindset
* Challenging Lost Learning in the Classroom
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| **Nov** | 13 | . |  **Yr 8 Progress/Standardisation discussions with yr 8 staff & PAM(SENCO surgery in B10 for added advice)**  |
| **Nov** | 20 | **Year 10 data submitted** | **‘Personal Professional Development’: Aim: To provide time for dept/staff to work on their own personal development**Personal Professional Development Time HODS & HOYS - Leading Difficult Conversations Training (ALH)BIG WRITE Champions (CAN)Departmental pairing & coachingTime for staff to complete ‘online CPD units’ (units available to date on ‘CPD Teachers’)* The Skill of Questioning
* The Challenge of More Able
* Growth Mindset
* Challenging Lost Learning in the Classroom
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| **Nov** | 28 | . |  **Yr 10 Progress/Standardisation discussions with yr 10 staff & PAM(SENCO surgery in B10 for added advice)** |
| **Dec** | 4 | **Year 7 & 9 data submitted** | **‘Impact of MWF on Progress’: Aim: To assess the impact of MWF on progress and next steps** Book-look/lessonbox-look in the hall. Departments to ***assess the impact*** of MWF and ***opportunity to share good practice*** of MWF. Need notification for ICT requirements & Lesson Box video. |
| **Dec** | 11 | . | **Yr7 Progress/Standardisation discussions with yr 7 staff & PAM (Yr 7 ) (SENCO surgery in B10 for added advice)** |
| **Dec** | 18 | . | **Yr 9 Progress/Standardisation discussions with yr 9 staff & PAM (Yr 9) (SENCO surgery in B10 for added advice)** |
| **Dec** | 25 |  |  |  |
| **Jan** | 1 |  |  |  |
| **Jan** | 8 | **Year 11 data submitted (Tue 9th)**  | **‘Caring for Others + Achieving Excellence’: Aim: To support staff & pupils in becoming the 'best they can be' & ‘New Year-New You’.**Time for departments to assess how much progress has been made in driving towards the shared whole-school vision. Time to RAG development plans in departments and assess what needs to be done (30 mins)New Year-New You (AHU) Staff Well-being |
|
| **Jan** | 15 | **.** |  **Yr 11 Progress/Standardisation discussions with yr 11 staff & PAM (Tue)Mid Term Review(SENCO surgery in B10 for added advice)** |
| **Jan** | 22 | **.** | **Mid-Term Reviews + Personal Professional Development’: To provide time for dept/staff to work on their own personal development and discuss progress with HOD.** Staff not involved in review sessions should work on ‘online CPD units’ (units available to date on ‘CPD Teachers’)* The Skill of Questioning
* The Challenge of More Able
* Growth Mindset
* Challenging Lost Learning in the Classroom
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| **Jan** | 29 | **Year 8 Data Submitted**  | Fire training - It is a legal requirement to revisit this every 3 years. Lead by Sharon Drew from the Bolton Health & Safety team. The session will be followed by Mental Health Training lead by JWH reviewing & recapping on procedure & good practise.  |
|
| **Feb** | 5 | . | **Yr 8 Progress/Standardisation discussions with yr 8 staff & PAM** |
| **Feb** | 12 | . | **‘Impact of MWF on Progress’: Aim: To assess the impact of MWF on progress and next steps** Book-look/lessonbox-look in the hall. Departments to ***assess the impact*** of MWF and ***opportunity to share good practice*** of MWF. Need notification for ICT requirements & Lesson Box video. |
| **Feb** | 19 | **.** | **.** | **.** |
| **Feb** | 26 | **Year 9 Data Submitted**  | **‘Personal Professional Development’: To provide time for dept/staff to work on their own personal development.****Middle Leader Development Programme BIG WRITE Champions SEND Executive Functioning Skills (memory/organisation and Learning) (ISI)**Time for staff to complete ‘online CPD units’ (units available to date on ‘CPD Teachers’)* The Skill of Questioning
* The Challenge of More Able
* Growth Mindset
* Challenging Lost Learning in the Classroom
* Creating High Challenge in the Classroom
* Moving to High Impact Marking
 | **Possible time for Revision intervention First delivery is student revision conference** |
|
| **Mar** | 5 | . | **Yr 9 Progress/Standardisation discussions with yr 9 staff & PAM** | **Possible time for Revision intervention English**  |
| **Mar** | 12 | **Year 10 data submitted** | . | **Possible time for Revision intervention Maths**  |
| **Mar** | 19 | **Year 7 Data Submitted** | **Yr 10 Progress/Standardisation discussions with yr 10 staff & PAM** | **Possible time for Revision intervention Science**  |
|
| **Mar** | 26 | **Year 11 Data Submitted**  |  **Yr 7 Progress/Standardisation discussions with yr 7 staff & PAM** | **Possible time for Revision intervention English**  |
| **Apr** | 2 | **.** | . | . |
| **Apr** | 9 | **.** | . | . |
| **Apr** | 16 | **.** |  **Yr 11 Progress/Standardisation discussions with yr 11 staff & PAM** | **Possible time for Revision intervention Maths**  |
| **Apr** | 23 | . | **‘Caring for Others + Achieving Excellence’. Aim: To support staff & pupils in becoming the 'best they can be'.**Time for departments to assess how much progress has been made in driving towards the shared whole-school vision. Time to RAG development plans in departments and assess what needs to be done (1 hr) | **Possible time for Revision intervention Science**  |
| **Apr** | **30** | **Year 8 Data Submitted**  | **Personal Professional Development: Aim: To provide time for dept/staff to work on their own personal development**ITT subject mentor - reviewing your traineeBIG WRITE Champions SEND Executive Functioning Skills (memory/organisation and Learning) (ISI)Departmental pairing & coaching Time for staff who are not involved in other training can complete ‘online CPD units (units available to date on ‘CPD Teachers’)* The Skill of Questioning
* The Challenge of More Able
* Growth Mindset
* Challenging Lost Learning in the Classroom
* Creating High Challenge in the Classroom
* Moving to High Impact Marking
 | **Possible time for Revision intervention English**  |
|
| **May** | 8 | **Year 9 data Submitted (school closed on Monday)**  |  **Yr 8 Progress/Standardisation discussions with yr 8 staff & PAM(SENCO surgery in B10 for added advice)** | **Possible time for Revision intervention Maths**  |
| **May** | 14 | **Year 7 & 10 data submitted**  |  **Yr 9 Progress/Standardisation discussions with yr 9 staff & PAM(SENCO surgery in B10 for added advice)** | **Possible time for Revision intervention Science** |
| **May** | 21 | . | **Yr7 Progress/Standardisation discussions with yr 7 staff & Yr 7 PAM(SENCO surgery in B10 for added advice)** | **Possible time for Revision intervention English**  |
| **May** | 28 | **.** | **.** | **.** |
| **Jun** | 4 | . | **Yr 10 Progress/Standardisation discussions with yr 10 staff & Yr 10 PAM(SENCO surgery in B10 for added advice)** |
| **Jun** | 11 | . | . |
| **Jun** | 18 | . | **‘Lesson Study Marketplace’: Aim: To share good practice which is focused on whole school T&L priorities of challenge, questioning and MWF**Time for departments to share good practice and have quality time to talk about teaching and learning. Market stalls will be set up in the hall for staff to visit and engage in the lesson studies that have been conducted. |
| **Jun** | 25 | . | **Personal Professional Development: Aim: To provide time for dept/staff to work on their own personal development**BIG WRITE Groups SLE updateDepartmental pairing etcpaired marking, coaching etcTime for staff who are not involved in other training can complete ‘online CPD units (units available to date on ‘CPD Teachers’)* The Skill of Questioning
* The Challenge of More Able
* Growth Mindset
* Challenging Lost Learning in the Classroom
* Creating High Challenge in the Classroom
* Moving to High Impact Marking
 |
| **Jul** | 2 |  **Year 9 & 10 End of Year grades & predicted end of year 11 grades**  | **Impact Session: Aim: To celebrate the year’s work and to develop a vision for 2018-19**All staff in hall RAG’ing development plan & rewriting 2019 Development plan. Revisit In Class Intervention. |
| **Jul** | 9 | **Year 7 & 8 End of year grades**  | **Impact of M&F on progress: Aim: To assess the impact of MWF on pupil progress in the year**Looking at Impact Subject Success Criteria - all in the hall. Staff to bring 'progress books' to share & highlight evidence of impact. Need notification for ICT requirements & Lesson Box video |
| **Jul** | 16 | . | Rewards Day  |
| **Jul** | 23 | **.** | **.** | **.** |
| **Jul** | 30 | **.** | **.** | **.** |

**GCSE Results 2017**

|  |
| --- |
|  **Science - Core** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** | 0 | 5 | 15 | 49 | 40 | 19 |  7 | 1 | 0 |
| **Science - Additional** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** | 0 | 6 | 28 | 38 | 29 | 20 | 6 | 1 | 0 |
| **Science - Biology** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** | 5 | 21 | 19 | 17 | 1 | 0 | 0 | 0 | 0 |
| **Science - Chemistry** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** | 11 | 15 | 21 | 14 |  2 | 0 | 0 | 0 | 0 |

|  |
| --- |
| **English Language** |
| **Grade** | **9** | **8** | **7** | **6** | **5** | **4** | **3** | **2** | **1** | **U** |
| **Total** | 9 | 10 | 23 | 44 | 48 | 36 | 19 | 7 | 1 | 1 |
| **English Literature** |
| **Grade** | **9** | **8** | **7** | **6** | **5** | **4** | **3** | **2** | **1** | **U** |
| **Total** | 4 | 15 | 25 | 51 | 47 | 29 | 17 | 5 | 6 | 0 |
| **Mathematics** |
| **Grade** | **9** | **8** | **7** | **6** | **5** | **4** | **3** | **2** | **1** | **U** |
| **Total** | 8 | 9 | 23 | 24 | 57 | 52 | 15 | 8 | 2 | 1 |

|  |
| --- |
| **Science - Physics** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** | 7 | 14 | 15 | 19 |  8 | 0 | 0 | 0 | 0 |

In 2017 a new examination grading system was introduced for English and Maths. This is a 1-9 system where 9 is the best grade achievable. The information above relates to those pupils who gained a standard pass of at least a grade 4 in these subjects. All other subjects are still graded on the A\*-G scale.

|  |
| --- |
| **Religious Education** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** | 18 | 40 | 50 | 44 | 29 | 8 | 5 | 2 | 2 |
| **Geography** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** |  18 | 24 | 27 |  29 |  24 |  11 | 2 | 3 | 0 |
| **History** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** | 6 |  22 | 21 |  25 | 24 |  8 | 0 | 0 | 1 |
| **Business Studies** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** | 0 | 3 |  3 | 7 | 6 | 4 | 0 | 0 | 0 |
| **Computer Science** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** | 3 |  9 |  6 | 8 | 1 | 0 | 0 | 0 | 0 |

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| --- |
| **Information & Communication Technology** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** | 0 | 2 | 4 | 2 | 1 | 1 | 1 | 0 | 0 |
| **Drama** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** | 0 |  2 | 4 | 1 | 0 | 0 | 0 | 0 | 0 |
| **Music** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** | 0 | 2 | 1 | 6 | 3 | 2 | 0 | 0 | 0 |
| **Product Design** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** | 1 |  4 |  7 |  12 | 4 | 0 | 0 | 0 | 0 |
| **Food Technology** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** | 0 |  1 |  7 |  3 | 1 | 0 | 0 | 0 | 0 |

|  |
| --- |
|  **Art** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** | 4 | 1 | 6 |  15 |  8 | 1 | 2 | 0 | 0 |
| 3 **Photography** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** | 1 | 2 |  2 |  12 | 2 | 0 | 0 | 0 | 0 |
| **Media Studies**  |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** | 0 |  0 |  1 | 7 | 9 | 3 | 3 | 1 | 0 |

|  |
| --- |
| **Physical Education** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** | 3 | 8 |  6 | 17 | 8 | 2 | 0 | 0 | 0 |
| **Psychology** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** | 0 | 5 |  22  |  16 | 6 | 7 | 5 | 0 | 0 |
| **Citizenship** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** | 9 |  6 |  0 |  0 | 0 | 0 | 0 | 0 | 0 |

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| **BTEC Dance** |
| **Grade** | **Dist \*** | **Dist** | **Merit** | **Pass** | **Level 1 Pass** |
| **Total** | 24 |  06 | 31 | 80 | 0 |
| **BTEC Sports Diploma** |
| **Grade** | **Dist \*** | **Dist** | **Merit** | **Pass** | **Level 1 Pass** |
| **Total** | 04 |  26 | 11 | 40 | 1 |

|  |
| --- |
| **French** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** | 4 |  2  | 9 | 11 |  16 | 4 | 0 | 0 | 0 |
| **Spanish** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** | 0 | 7 |  9 | 25 |  18 | 2 | 0 | 0 | 0 |
| **German** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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| --- |
| **Arabic** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  **Gujarati** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** |  0 | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 0 |

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| --- |
|  **Urdu** |
| **Grade** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U** |
| **Total** |  0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |