

PRINTED 14th FEBRUARY 2015

Department : Whole School
Staff filter : All Staff Members
Priority : Not Applicable

Strategic Aim	Objective	Department	Start Date	Due Date	Lead	Targets to be achieved
P1: LONG TERM INFRASTRUCTURE: Working to appoint and secure a fully fit-for-purpose staff, curriculum and estates infrastructure (including IT)	ENHANCED IT PROVISION: Exceptional, strategically planned and fully fit for purpose IT provision across all phases - administrative and learning	Whole School	01/09/2014	30/01/2016	UKA	A medium term, Governor-ratified, three year plan in place, broken down into fully costed year plans (June 2015) Governor ratification by April 2015 Reviewed and evaluated annually May
	SECONDARY CURRICULUM DEVELOPMENT: A secondary curriculum that is fit-for-purpose and cost effective - systems, structures and staffing in place to support it.	Whole School	01/11/2014	15/12/2015	MBE	Secondary curriculum consultation conduct by MBE (notably KS4) October 2014-Januar 2015 Middle and senior leaders at the heart of consultation Secondary curriculum (including new day) ratified by RGB by January 2015 Fully costed throughout - scenarios planned according to student numbers and staffing Options programme rolled out with student making choices by February 2015
	LEADERSHIP STRUCTURE: Start to embed a new Leadership Team (and subsequent curricular/systems structure (Senior and Middle) to deliver school improvement in a growing and changing school.	Whole School	01/12/2014	31/08/2015	MBE	Appointment of a Deputy Principal (Standard and Primary Phase) Appointment of an Assistant Principal (Hea School - Primary Phase) Depending upon estates infrastructure for 2015/16, proposal in 2015 of the appointment of: Assistant Principal - Artistry (faculty lead for performing and creative arts and media - w school trips and partnerships lead) - and frc 2017 also head of college/house

					Assistant Principal - Vitality (faculty lead for health related studies - whole school behavior & well being lead) - and from 2017 also head college/house Assistant Principal - Heritage (faculty lead for humanities (including PRE) and languages - whole school Ethos/SMSC lead) - and from also head of college/house And in 2016 of the appointment of: Assistant Principal - Futures (science, DT, business, IT) - whole school IT infrastructure innovation - and from 2017 also head of college/house Assistant Principal - Numeracy (mathematic specialism) - and from 2017 also head of college/house Assistant Principal - Literacy (English) - and 2017 also head of college/house Where possible, appointments from within Until vertical house/college system is implemented, Heads of Year appointed on (annually reviewable)
	GOVERNOR ENGAGEMENT: At key stage and faculty level - via faculty review or their follow-up.	Whole School	01/01/2015	31/08/2015	MBE Link Governors Governor visits - written up Informing self-evaluation
	BUILDINGS INFRASTRUCTURE: Broker an at least adequate facility for KS3 & 4 students from September 2015 given that our final build (Whitchurch) will not be delivered until at least December 2016.	Whole School	01/11/2014	31/08/2015	MBE Agreement in principle for the unrestricted for up to two years of the former Heathfield Site Sign off by the Avanti Schools Trust and the Pinner High School Trust of the Heads of Te Agreement Working with the EFA, the PHST and the Headteacher Designate of PHS on the facilities from September 2015 (schedule of accommodation and use) and when co-locate from September 2016 Planning moves
	BUILDINGS INFRASTRUCTURE: Engage with the Avanti Schools Trust and the EFA on the design, planning	Whole School	01/09/2014	31/07/2017	MBE Successful CEM engagement Successful ITT

	application and build of the Whitchurch _22 million site.					Successful planning application and build Handover for December 2016
P2: ROBUST ACTION PLANNING: Robust, Governor-engaged short and medium term school improvement planning with tight timescales	ENHANCED IT PROVISION: Exceptional, strategically planned and fully fit for purpose IT provision across all phases - administrative and learning	Whole School	01/09/2014	30/01/2016	UKA	A medium term, Governor-ratified, three year plan in place, broken down into fully costed year plans (June 2015) Governor ratification by April 2015 Reviewed and evaluated annually May
	SUBJECT REVIEW: A robust faculty and administration internal review and evaluation process in place. Lesson observation for quality of teaching which puts a sharp focus on learning.	Whole School	15/10/2014	30/06/2015	MBE	Annual faculty review for all subjects in place October 2014 - May 2015 Informing preparation for external (Trust) review (second half of year) Focus in reviews on Ofsted-informed action points Sharpest focus on teaching, learning, assessment and achievement Supportive over judgemental - involving the subject/administration - Lesson observation - focus on learning - Work scrutiny - Student questionnaire - Discussion with leaders/teachers/support - data analysis and q/a - Learning focus
	LEADERSHIP STRUCTURE: Start to embed a new Leadership Team (and subsequent curricular/systems structure (Senior and Middle) to deliver school improvement in a growing and changing school.	Whole School	01/12/2014	31/08/2015	MBE	Appointment of a Deputy Principal (Standard and Primary Phase) Appointment of an Assistant Principal (Heath School - Primary Phase) Depending upon estates infrastructure for 2015/16, proposal in 2015 of the appointment of: Assistant Principal - Artistry (faculty lead for performing and creative arts and media - with school trips and partnerships lead) - and from 2017 also head of college/house Assistant Principal - Vitality (faculty lead for health related studies - whole school behaviour & well being lead) - and from 2017 also head of college/house Assistant Principal - Heritage (faculty lead for humanities (including P&E) and languages - whole school Ethos/SMSC lead) - and from

						also head of college/house And in 2016 of the appointment of: Assistant Principal - Futures (science, DT, business, IT) - whole school IT infrastructure innovation - and from 2017 also head of college/house Assistant Principal - Numeracy (mathematic specialism) - and from 2017 also head of college/house Assistant Principal - Literacy (English) - and 2017 also head of college/house Where possible, appointments from within Until vertical house/college system is implemented, Heads of Year appointed on (annually reviewable)
	RISK MANAGEMENT: Robust, high-impact Risk Register deployment and fully compliant risk assessment processes. This includes timely and prioritised responses and action planning to any external audit (e.g. Safety Kite Mark)	Whole School	01/09/2014	31/08/2015	UKA	Risk Registers for key strategic issues: Infrastructure (estates, curriculum and staff Financial Risk Assessment fully compliant with health safety legislation and recommendation
	INCLUSION FOR ACHIEVEMENT: A strategic approach to inclusion spend - embracing the new SEN(D) arrangements - through cost-efficient staffing, effective use of Ever6 and EHC Plan (statement) funding (including training) - a focus on inclusion to have the greatest impact on learning and achievement.	Whole School	28/01/2015	31/07/2015	SPI	All vulnerable and significant groups (on average) making better than expected prog Spend on Ever6 is informed by the Sutton T research EAL provision having rapid impact on those early to English.
	GOVERNOR SELF EVALUATION: In addition to a skills audit, Governors complete a self-evaluation framework and gaps are identified in practice.	Whole School	01/01/2015	31/08/2015	MBE	Self-evaluation framework chosen and completed. Training (with MBE and USA) completed Skills audit completed Schools engagement (direct) enhanced Schools engagement (via Advisory Group) enhanced.
	GOVERNOR ADVISORY BOARD IMPACT: Governor Advisory Board (teacher/parent) set up across the two schools in Harrow and within the remainder of the academic year, has measurable impact on standards.	Whole School	01/01/2015	31/08/2015	MBE	Successful recruitment of Advisory Board Members Meetings held - working true to the terms of reference

						Impact on standards is measurable.
	GOVERNOR ENGAGEMENT: At key stage and faculty level - via faculty review or their follow-up.	Whole School	01/01/2015	31/08/2015	MBE	Link Governors Governor visits - written up Informing self-evaluation
P3: IMPROVED MIDDLE LEADERSHIP: Developing Middle Leadership & Management	LEADERSHIP CPD: Improved systems, procedures and professional learning opportunities to develop middle leadership	Whole School	01/09/2014	31/08/2015	NMO	Robust, line-management with measurable impact - throughout 2014/15 Focus on core business - teaching, learning, achievement (TLA) - evidenced through improved TLA SLE accreditation - portfolio development in process for 2015/16 NPQ(SL) NPQ(ML) and other middle/senior leadership applications in process/taken up process for 2015/16 application Peer/shadow work with measurable impact documented and written up throughout 2014/15 Leadership coaching available in-year
	SECONDARY CURRICULUM DEVELOPMENT: A secondary curriculum that is fit-for-purpose and cost effective - systems, structures and staffing in place to support it.	Whole School	01/11/2014	15/12/2015	MBE	Secondary curriculum consultation conducted by MBE (notably KS4) October 2014-Januar 2015 Middle and senior leaders at the heart of consultation Secondary curriculum (including new day) ratified by RGB by January 2015 Fully costed throughout - scenarios planned according to student numbers and staffing Options programme rolled out with student making choices by February 2015
	SUBJECT REVIEW: A robust faculty and administration internal review and evaluation process in place. Lesson observation for quality of teaching which puts a sharp focus on learning.	Whole School	15/10/2014	30/06/2015	MBE	Annual faculty review for all subjects in place October 2014 - May 2015 Informing preparation for external (Trust) review (second half of year) Focus in reviews on Ofsted-informed action points Sharpest focus on teaching, learning, assessment and achievement Supportive over judgemental - involving the subject/administration - Lesson observation - focus on learning - Work scrutiny

							<ul style="list-style-type: none"> - Student questionnaire - Discussion with leaders/teachers/support data analysis and q/a - Learning focus
	OUTSTANDING PROGRESS IN KS3: First cohort on target for outstanding progress KS2-4	Whole School	01/09/2014	31/08/2015	MBE	PROGRESS IN CORE: KS2-3 in English, mathematics and science - a minimum of 80% and 50% respectively on target by the end of KS3 to be making at least 3 and 4 levels of progress by the end of KS4	
	ABOVE NATIONAL AVERAGE ATTAINMENT AT KS1 - 2015: Achievement of first cohort is above national average.	Whole School	01/09/2014	31/08/2015	RHA	KS1 2014 National attainment Level 2+ All pupils: Reading 90% Writing 86% S&L 89% Maths 95% KS1 2015 AHS Targets Reading 95% Writing 90% S&L 94% Maths 95% Science 95%	
	ABOVE NATIONAL AVERAGE EYF5: Exceeding previous year's good outcomes	Whole School	01/09/2014	31/08/2015	RHA	KS1 2014 National Attainment Level 3 All pupils Reading 31% Writing 16% S&L 24% Maths 22% Science 22%	
	NUMERACY PROGRESS IN PRIMARY: Improved standards - challenge and outcomes - in numeracy - including for the most able	Whole School	01/09/2014	31/08/2015	RHA	Nationally (2014) 74% of students achieve the expected standard for phonics decoding (74% of those of Indian ethnicity) achieve this. 2014 outcomes for Avanti House School - 90% achieved 2015 target: 95% achievement	
	IMPROVED LESSON PLANNING: Improved lesson planning - data/prior attainment-informed and personalised/differentiated	Whole School	01/11/2014	31/08/2015	NMO	Evidence of lesson planning for high achievement Evidence of personalisation/differentiation in lesson planning Increased proportion of lessons judged good	
P4: OUTSTANDING TEACHING: Towards outstanding teaching and learning through improved, personalised planning, assessment and evaluation of							

teaching and learning						and outstanding
HIGH IMPACT MARKING, FEEDBACK AND RESPONSE: Improved marking of work, feedback and learner response	Whole School	01/11/2014	31/08/2015	NMO	Evidence of more regular marking of class a homework Marking is robust and formative - www/ebi Feedback is responded to by learners a) with written response and b) with change in learner behaviours and hastened progress	
SUBJECT REVIEW: A robust faculty and administration internal review and evaluation process in place. Lesson observation for quality of teaching which puts a sharp focus on learning.	Whole School	15/10/2014	30/06/2015	MBE	Annual faculty review for all subjects in place October 2014 - May 2015 Informing preparation for external (Trust) review (second half of year) Focus in reviews on Ofsted-informed action points Sharpest focus on teaching, learning, assessment and achievement Supportive over judgemental - involving the subject/administration - Lesson observation - focus on learning - Work scrutiny - Student questionnaire - Discussion with leaders/teachers/support - data analysis and q/a - Learning focus	
IMPROVED TEACHING, LEARNING AND OUTCOMES FOR KS1 MATHEMATICS: Teaching, learning, attainment and progress at KS1 - including the most able is hastened and above expectation in mathematics.	Whole School	01/11/2014	31/08/2015	NMO	Achievement above national averages and benchmarked expectation in KS1 mathematics	
BEHAVIOUR FOR LEARNING: Maintain outstanding student behaviour and safety in lessons in and out of lessons through the successful and effective deployment of a behaviour for learning policy and procedures - including rewards and sanctions.	Whole School	01/11/2014	31/08/2015	FDU	Consistent application of policy when audited Increased level of rewarding Maintained and reduced sanctions Excellent relationships with families supporting the process - reducing numbers of complaints following procedure. Middle leaders taking responsibility for supporting classroom teachers	
OUTSTANDING PROGRESS IN KS3: First cohort on target for outstanding progress KS2-4	Whole School	01/09/2014	31/08/2015	MBE	PROGRESS IN CORE: KS2-3 in English, mathematics and science - a minimum of 80% and 50% respectively on target by the end of KS3 to be making at least 3 and 4 levels of progress by the end of KS4	
ABOVE NATIONAL AVERAGE ATTAINMENT AT KS1 -	Whole	01/09/2014	31/08/2015	RHA		

	2015: Achievement of first cohort is above national average.	School				KS1 2014 National attainment Level 2+ All pupils: Reading 90% Writing 86% S&L 89% Maths 5 Science 91% KS1 2015 AHS Targets Reading 95% Writing 90% S&L 94% Maths 5 Science 95% KS1 2014 National Attainment Level 3 All pupils: Reading 31% Writing 16% S&L 24% Maths 2 Science 22% KS1 2014 AHS Targets Level 3 Reading 35% Writing 20% S&L 28% Maths 2 Science 26%
	ABOVE NATIONAL AVERAGE EYFS: Exceeding previous year's good outcomes	Whole School	01/09/2014	31/08/2015	RHA	Nationally (2014) 74% of students achieve the expected standard for phonics decoding (78% of those of Indian ethnicity) achieve this. 2014 outcomes for Avanti House School - 90% achieved 2015 target: 95% achievement
	NUMERACY PROGRESS IN PRIMARY: Improved standards - challenge and outcomes - in numeracy - including for the most able	Whole School	01/09/2014	31/08/2015	RHA	All cohorts (including the most able) on track to make at least two full levels of progress from KS1-KS2
P5: QUALITY ASSURANCE: Robust and effective monitoring, review and self-evaluation	SUBJECT REVIEW: A robust faculty and administration internal review and evaluation process in place. Lesson observation for quality of teaching which puts a sharp focus on learning.	Whole School	15/10/2014	30/06/2015	MBE	Annual faculty review for all subjects in place October 2014 - May 2015 Informing preparation for external (Trust) review (second half of year) Focus in reviews on Ofsted-informed action points Sharpest focus on teaching, learning, assessment and achievement Supportive over judgemental - involving the subject/administration - Lesson observation - focus on learning - Work scrutiny - Student questionnaire - Discussion with leaders/teachers/support staff - data analysis and q/a - Learning focus

<p>RISK MANAGEMENT: Robust, high-impact Risk Register deployment and fully compliant risk assessment processes. This includes timely and prioritised responses and action planning to any external audit (e.g. Safety Kite Mark)</p>	<p>Whole School</p>	<p>01/09/2014</p>	<p>31/08/2015</p>	<p>UKA</p>	<p>Risk Registers for key strategic issues: Infrastructure (estates, curriculum and staff Financial Risk Assessment fully compliant with health safety legislation and recommendation</p>
<p>INCLUSION FOR ACHIEVEMENT: A strategic approach to inclusion spend - embracing the new SEN(D) arrangements - through cost-efficient staffing, effective use of Ever6 and EHC Plan (statement) funding (including training) - a focus on inclusion to have the greatest impact on learning and achievement.</p>	<p>Whole School</p>	<p>28/01/2015</p>	<p>31/07/2015</p>	<p>SPI</p>	<p>All vulnerable and significant groups (on average) making better than expected prog Spend on Ever6 is informed by the Sutton T research EAL provision having rapid impact on those early to English.</p>
<p>ASSESSMENT AUDITS: Ongoing, forensic audits of any assessment regimes used to inform the progress review cycle. Senior line-managers to work closely with heads of subject to moderate and validate working-at and forecasting process</p>	<p>Whole School</p>	<p>01/11/2014</p>	<p>31/08/2015</p>	<p>NMO</p>	<p>Forecasting is valid</p>
<p>IMPROVED TEACHING, LEARNING AND OUTCOMES FOR KS1 MATHEMATICS: Teaching, learning, attainment and progress at KS1 - including the most able is hastened and above expectation in mathematics.</p>	<p>Whole School</p>	<p>01/11/2014</p>	<p>31/08/2015</p>	<p>NMO</p>	<p>Achievement above national averages and benchmarked expectation in KS1 mathematics</p>
<p>BEHAVIOUR FOR LEARNING: Maintain outstanding student behaviour and safety in lessons in and out of lessons through the successful and effective deployment of a behaviour for learning policy and procedures - including rewards and sanctions.</p>	<p>Whole School</p>	<p>01/11/2014</p>	<p>31/08/2015</p>	<p>FDU</p>	<p>Consistent application of policy when audit Increased level of rewarding Maintained and reduced sanctions Excellent relationships with families support the process - reducing numbers of complain following procedure. Middle leaders taking responsibility for supporting classroom teachers</p>
<p>GOVERNOR SELF EVALUATION: In addition to a skills audit, Governors complete a self-evaluation framework and gaps are identified in practice.</p>	<p>Whole School</p>	<p>01/01/2015</p>	<p>31/08/2015</p>	<p>MBE</p>	<p>Self-evaluation framework chosen and completed. Training (with MBE and USA) completed Skills audit completed Schools engagement (direct) enhanced Schools engagement (via Advisory Group) enhanced.</p>
<p>GOVERNOR ADVISORY BOARD IMPACT: Governor Advisory Board (teacher/parent) set up across the two schools in Harrow and within the remainder of the academic year, has measurable impact on standards.</p>	<p>Whole School</p>	<p>01/01/2015</p>	<p>31/08/2015</p>	<p>MBE</p>	<p>Successful recruitment of Advisory Board Members Meetings held - working true to the terms of reference Impact on standards is measurable.</p>

P6: OUTSTANDING ACHIEVEMENT: Exceeding national expectations for all groups	GOVERNOR ENGAGEMENT: At key stage and faculty level - via faculty review or their follow-up.	Whole School	01/01/2015	31/08/2015	MBE	Link Governors Governor visits - written up Informing self-evaluation
	NUMERACY PROGRESS IN PRIMARY: Improved standards - challenge and outcomes - in numeracy - including for the most able	Whole School	01/09/2014	31/08/2015	RHA	All cohorts (including the most able) on track make at least two full levels of progress from KS1-KS2
P6: OUTSTANDING ACHIEVEMENT: Exceeding national expectations for all groups	ASPIRATIONAL TARGETS: Secondary Achievement of targets set at between FFT-D and FFT-SE10. Primary achievement at above expected attainment and progress for all groups (average achievement).	Whole School	01/09/2014	31/08/2015	MBE	Setting aspirational targets (TAGS) between FFT-D and FFE-SE10 - for year 7, 8 and 9 tea assessment Tracking and interventions (senior line-man led) against these targets Effective and high-impact tracking of/intervention with groups (FSM, SEN(D)) e Reporting to parents and RGB against these targets
	INCLUSION FOR ACHIEVEMENT: A strategic approach to inclusion spend - embracing the new SEN(D) arrangements - through cost-efficient staffing, effective use of Ever6 and EHC Plan (statement) funding (including training) - a focus on inclusion to have the greatest impact on learning and achievement.	Whole School	28/01/2015	31/07/2015	SPI	All vulnerable and significant groups (on average) making better than expected prog Spend on Ever6 is informed by the Sutton T research EAL provision having rapid impact on those early to English.
	ASSESSMENT AUDITS: Ongoing, forensic audits of any assessment regimes used to inform the progress review cycle. Senior line-managers to work closely with heads of subject to moderate and validate working-at and forecasting process	Whole School	01/11/2014	31/08/2015	NMO	Forecasting is valid
	IMPROVED TEACHING, LEARNING AND OUTCOMES FOR KS1 MATHEMATICS: Teaching, learning, attainment and progress at KS1 - including the most able is hastened and above expectation in mathematics.	Whole School	01/11/2014	31/08/2015	NMO	Achievement above national averages and benchmarked expectation in KS1 mathema
P6: OUTSTANDING ACHIEVEMENT: Exceeding national expectations for all groups	OUTSTANDING PROGRESS IN KS3: First cohort on target for outstanding progress KS2-4	Whole School	01/09/2014	31/08/2015	MBE	PROGRESS IN CORE: KS2-3 in English, mathematics and science - a minimum of 8; and 50% respectively on target by the end of KS3 to be making at least 3 and 4 levels of progress by the end of KS4
	ABOVE NATIONAL AVERAGE ATTAINMENT AT KS1 - 2015: Achievement of first cohort is above national average.	Whole School	01/09/2014	31/08/2015	RHA	KS1 2014 National attainment Level 2+ All pupils: Reading 90% Writing 86% S&L 89% Maths 5 Science 91%

						<p>KS1 2015 AHS Targets Reading 95% Writing 90% S&L 94% Maths 95% Science 95%</p> <p>KS1 2014 National Attainment Level 3 All pupils Reading 31% Writing 16% S&L 24% Maths 22% Science 22%</p> <p>KS1 2014 AHS Targets Level 3 Reading 35% Writing 20% S&L 28% Maths 22% Science 26%</p>
	ABOVE NATIONAL AVERAGE EYFES: Exceeding previous year's good outcomes	Whole School	01/09/2014	31/08/2015	RHA	<p>Nationally (2014) 74% of students achieve the expected standard for phonics decoding (78% of those of Indian ethnicity) achieve this.</p> <p>2014 outcomes for Avanti House School - 90% achieved</p> <p>2015 target: 95% achievement</p>
	NUMERACY PROGRESS IN PRIMARY: Improved standards - challenge and outcomes - in numeracy - including for the most able	Whole School	01/09/2014	31/08/2015	RHA	All cohorts (including the most able) on track to make at least two full levels of progress from KS1-KS2
	IMPROVE PROGRESS MANAGEMENT SYSTEMS FOR VULNERABLE GROUPS: To align primary and secondary systems for tracking vulnerable groups	Whole School	01/09/2014	31/08/2015	SPI	For all systems related to safeguarding, attendance, SEND and EAL to dovetail together
	IMPROVE ATTENDANCE AND ABSENCE MANAGEMENT: Secondary and primary systems to be aligned for vulnerable groups and attendance	Whole School	31/01/2015	31/07/2015	SPI	For the administrative systems to mirror each other and practice to dovetail between both sides of the school
	BUILDINGS INFRASTRUCTURE: Convert the Common Road site to a school ready for up to 420 primary school children.	Whole School	01/09/2014	31/08/2016	MBE	Release of the restrictive covenant on the Common Road site, provision of portakabin decant children ready for works. Three planning permission applications. Retimetable secondary to release spaces for conversion
N/A						Works completion by Farans (Phase I to the summer then Phase II into 2015/16)