



School Improvement Plan

Objectives and Targets

2009-10 to 2011-12

Our vision

“Every student at Pent Valley Technology College will achieve their academic, personal and social potential. They will achieve this within a technologically rich environment and through a personalised experience designed around real life and world of work contexts and nurtured by strong community principles of equality, achievement and pride”

What does this vision mean in practice?

Each aspect of our vision has a direct impact on the work of our school and therefore the experiences of our students. It is important for us to be able to articulate clearly how this is evidenced in our day to day working.

Potentials - Our vision identifies three **Potentials** which all of our students have and our aim is to ensure that every one of our students achieves fully in each of these. These **Potentials** and their impacts on our students are:

- **Academic** - leading to successful learners
- **Personal** - resulting in confident individuals
- **Social** - developing responsible citizens

Technologically rich environment - This has a twofold impact. Firstly it results in our school fully embracing the challenges and possibilities offered by new technologies and continually exploring how these may benefit all aspects of our work. The second and more important impact of this aspect of our vision is on the way we work as a school. We are involved in a continual cycle of developing, adapting and improving every aspect of our work so as to ensure that experiences for individual students enable them to realise their three **Potentials**. This continual cycle of improvement is the true essence of Pent Valley as a Technology College.

Personalised experience - We are proud of the diversity and range of our student and community population. We believe that in order to fully meet the needs of all, we have to adopt an approach that sees experiences, practices and approaches being diversified enough to meet the range of needs. We do not expect our students and community to fit the boxes we design, but rather that we exploit our technological approach to keep re-designing our boxes.

Real life and world of work contexts - We have a firm belief that our students should be involved in experiences at school which will prepare them for the responsibilities of adult life. The impact of this is that decisions about how, when and where students learn are being increasingly influenced by emerging patterns which will prevail over the next half century.

Strong community - This we define as being both within and beyond our school. Our community has a rich diversity of cultures, faiths and backgrounds and through our work we will recognise and celebrate these. Where appropriate the school will challenge those practices which counter community cohesion and development and initiate and support those that encourage it.

Principles - Our vision is underpinned by three principles, *Equality*, *Achievement* and *Pride*. Our students realising their three potentials and the school adopting its technological approach to continual improvement, will ensure *Achievement*. Preparation of our students for their future lives and so enabling them to take a full role as successful individuals and society members, will ensure *Pride*. The building of cohesive, strong communities will ensure *Equality*.

Developments and impacts since 2006

Prior to the academic year 2006-07 the school had not had an OFSTED inspection since 1999. From 1999 the school had shown step change improvement in results and provision. In September 2006 a new SLT to the school judged many aspects of the school to be barely satisfactory with some areas judged to be inadequate. An OFSTED inspection in February 2007 agreed with these judgments judging the school overall as Satisfactory with three areas of weakness.

During the academic year 2006-07 there was a large turnover of staff and the development of an ambitious outlook which was underpinned by a belief that change had to be transformational. This belief was captured by the development of a vision statement which is reproduced at the start of this plan, and a detailed action plan which spanned the time period 2007 to 2010. In March 2008 an OFSTED monitoring inspection found the school to have made satisfactory improvement with respect to each of the three weaknesses identified in February 2007.

In the summer and autumn 2009 with a completely restructured staffing, curriculum and student organisation, the SLT and Governors decided to bring forward by a year the re-writing of the SIP. The decision to do this was further reinforced by the 2009 results which indicated that the school was now a much higher performing one and therefore required an improvement plan which had an even higher level of ambition than the original plan. The initial draft was produced and consulted upon between September and October. The consultation included all staff, students, Governors, LA officers and external agencies. The resultant changes are recorded in this plan. Changes made as a result of the consultation are shown in *italics*. The opportunity was also taken to align the plan with the new OFSTED framework. These aspects are shown in the plan by underlining.

Headline GCSE targets and results 2006 to 2010

	2006 target	2006 result	2007 target	2007 result	2008 target	2008 result	2009 target	2009 result	2010 target	2010 result
% achieving 5+ A*-C including English and Maths	-	23	-	24	32	27	34	33	38	37
% achieving 5+ A*-C	44	45	48	56	58	50	59	65	80	77
% achieving 5+ A*-G	-	90	-	96	98	93	98	88	100	93
% achieving 1+ A*-G	-	98	-	99	100	100	100	99	100	98
KS4 average uncapped points score	-	324	-	383	365	334	368	364	N/A	405
KS4 average capped points score Best 8 subjects				288.9		277.9		284.8		306
Contextual value added CVA	-	999		1022		990		1002*		1019*

* New method of calculating CVA introduced for 2009 results

Other KS4 GCSEs results 2006 to 2010

	2006 result	2007 result	2008 result	2009 result	2010 result
%A*-C Maths	35	41	40	43	50
% making 2 levels progress from KS3 in Maths	43	37	51	46	53*
%A*-C English	43	41	37	44	47
% making 2 levels progress from KS3 in English	18	24	12	18	50*
DT: Animation %A*-C	-	-	60	79	
DT: Electronics %A*-C	-	21	-	14	
DT: Food Technology %A*-C	45	63	32	32	
DT: Graphics %A*-C	61	66	46	85	
DT: Resistant Materials %A*-C	21	14	26	0	
DT: Textiles %A*-C	-	5	41	56	
Science Single %A*-C	7	3	-	-	
Science Core %A*-C	-	-	59	46	35
Science Double %A*-C	76	71	-	-	
Science Additional %A*-C	-	-	95	35	
Science Additional Applied %A*-C	-	-	-	33	
Science Vocational double %A*-C	19	21	-	-	
Science Triple: Biology %A*-C	-	-	-	91	
Science Triple: Chemistry %A*-C	-	-	-	91	
Science Triple: Physics %A*-C	-	-	-	100	

* % making 3 levels of progress from KS2

KS 3 results 2006 - 2009

	2006 test	2007 test	2008 test	2009 teacher assessment
% achieving Level 5+ English	56	63	56	71
% achieving Level 6+ English	9	12	14	22
% achieving Level 7+ English	0	0	1	0.4
% achieving Level 5+ Maths	72	69	65	76
% achieving Level 6+ Maths	45	46	35	48
% achieving Level 7+ Maths	16	12	7	9
% achieving Level 5+ Science	72	68	52	79
% achieving Level 6+ Science	26	26	15	27
% achieving Level 7+ Science	6	3	1	4

Post-16 A level results 2007 - 2010

	2007	2008	2009	2010
No of students completing any A2 exams or equivalent	63	58	58	48
No of students achieving 2+ level 3 qualifications (in brackets as % of above)	44 (70)	36 (62)	34 (59)	33 (69)
APS per student	476	484	409	455
APS per entry	162	171	156	176
CVA from KS4		1003.2	999.9	

KS4 Targets 2011 to 2012

	2011 target	2012 target
% achieving 5+ A*-C including English and Maths	44	55
% achieving 5+ A*-C	90	95
% achieving 5+ A*-G	100	100
% achieving 1+ A*-G	100	100
KS4 average capped points score Best 8 subjects	325	340
%A*-C Maths	65	70
% making 3 levels progress from KS2 in Maths	70	75
%A*-C English	55	65
% making 3 levels progress from KS2 in English	65	70

Post-16 Level 3 Targets 2011 - 2012

	2011 target	2012 target
No of students completing any A2 exams or equivalent	120	130
No of students achieving 2+ level 3 qualifications (in brackets as % of above)	94 (78)	104 (80)
APS per student	195	205
APS per entry	560	575

Our Objectives

Our objectives for the next three years have been organised into three categories in accordance with the three *Potentials* identified in our vision.

Academic potential (DHT IUS)

1. Improving Learning and Teaching (AST Team)
2. Raising Standards (AHT ARR)
3. Improving Functional Skills (FS Co-ord)
4. Improving the Curriculum (IUS)

Personal Potential (DHT CSF)

5. *Improve health wellbeing and fitness (AHT Health)*
6. Improve AEN Provision (AHT AEN/ECM)
7. Develop Careers Education and improve attendance (AHT Careers)
8. Develop More Able programme (AHT G&T)
9. Improve Mentoring *and students' confidence about their own safety* (AHT Mentoring)
10. Improve Personal Responsibility (AHT Behaviour)

Social Potential (DHT IUS/CSF)

11. Improve Community Projects Programme (DHT IUS)
12. Expand Extended School Provision (DHT CSF)
13. Develop faith and culture community programme (AHT AEN/ECM)

14. Technologically rich environment
(AHT Specialism and SLT)

Key to codes used in this plan

Code

Where a target has been written in italics

Where a target is underlined

Where a target is shaded green

Where a target is shaded amber

Where a target is shaded red

Where a target is shaded grey

(added following 2010 review)

Significance

This signifies that the target was added or amended following the consultation which took place between September and November 2009

This signifies that the target was included as a specific response to the OFSTED framework

This signifies that the target was achieved

This signifies the target was partially achieved

This signifies the target was not achieved

This signifies the target was added in response to the OFSTED of 2010

This signifies a new target which was added after the review of progress at end of 2009-10

Objective - 1 Improving Learning and Teaching

*Every student at Pent Valley Technology College will achieve their **academic**, personal and social potential. They will achieve this within a technologically rich environment and through a personalised experience designed around real life and world of work contexts and nurtured by strong community principles of equality, achievement and pride.*

Pent Valley Technology College

Objective 1

Targets for 2009-10	Targets for 2010-11	Targets for 2011-12
a. 80% of lessons to be Good or better	j. 90% of lessons to be Good or better	u. 100% of lessons to be Good or better
b. 90% of lessons to be data driven and so show differentiation to three levels	k. 100% of lessons to be data driven and so show differentiation to three levels	v. 100% of lessons to be data driven and so show differentiation to at least three levels
c. 80% of lessons to show A4L	l. 90% of lessons to show A4L	w. 100% of lessons to show A4L
d. 70% of lessons to be judged as Good or better for use of Specialism	m. 90% of lessons to be judged as Good or better for use of Specialism	x. 100% of lessons to be judged as Good or better for use of Specialism
e. CPD Plan implemented addressing priorities from SIP, linked to Perf. Man and costed	n. CPD Plan developed so as to include all staff	y. CPD Plan developed so as to offer a menu of training to attract delegates from other schools/agencies
f. Consulting with staff and students to develop and implement a student voice element in QA and development of L&T	o. Embed student voice involvement in QA and development of L&T	z. student voice involvement in QA and development of L&T now an influential factor
	p. Teaching at KS3 shows a higher degree of awareness of need for relevance and interest to students	aa. Levels of interest and application in KS3 lessons at least as good as for KS4
	q. Planning of lessons includes opportunities for Independent Learning	bb. KS3 students show higher levels of Independent learning skills that in 2009-10
g. Embed IIG as a 'think tank' and 'test base' for developing pedagogy	r. IIG to have student membership and group's work now influencing practice	cc. IIG with student membership now influencing practice and strategy especially through BSF process
h. Plan for 'teaching laboratory'	s. 'Teaching laboratory' used by IIG and ASTs as part of their work	dd. 'Teaching Laboratory' now also booked out by teaching staff as part of their own CPD (added following 2010 review)
i. Develop and implement new lesson obs criteria	t. New lesson obs criteria implemented	ee. Les obs criteria now include and reflect student voice (added following 2010 review)

Objective - 2 Raising Standards (see numerical targets at start of plan)

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Objective 2

Targets for 2009-10	Targets for 2010-11	Targets for 2011-12
a. Develop tracking tool for SDMs	m. Tracking tool-use embedded by SDMs	x. Tracking tool use embedded in Mini Schools
b. Train SDMs in use of tracking tool	n. Each Mini School to have consulted with students and parents on 'catch-up' programmes for any student identified by tracking tool as underachieving	y. Tracking tool piloted with students and parents
c. Embed termly ARR for all Key Stages and all AEN (see 5a)	o. Each Mini School to have 'catch-up' programmes in place for any student identified by tracking tool as underachieving	z. Catch-up programmes fully implemented
d. SDMs to produce termly reports of student progress	p. Develop version of tracking tool for student and parent use	aa. Tracking tool used by students, parents and mentors
e. SDMs to produce separate reports for identified vulnerable groups	q. Reports to show performance on all major indicators (added following 2010 review)	bb. Results of reports to feed into mentoring and pilot use of tracking tool with students and parents (see v. above) (added following 2010 review)
f. All data to be available to mentors	r. Tracking tool used by mentors for mentoring sessions (added following 2010 review)	cc. Tracking tool used by mentors during mentoring sessions (added following 2010 review)
g. All data available to students and parents in real time through portal	s. Following consultation and agreement with families a number now no longer rely on paper termly reports (added following 2010 review)	dd. Greater number of families than in 2010-11 now no longer require paper termly reports (added following 2010 review)
h. KS3 attainment to be in line with FFT D estimates	t. KS3 attainment to exceed FFT D estimates	ee. KS3 attainment to exceed FFT D estimates

Objective 2 cont

i. KS4 attainment to exceed all FFT D estimates for all headline figures	u. KS4 attainment to exceed all FFT D estimates for all headline figures and be within 10% of National average for figure inc En and Ma	ff. KS4 attainment to exceed all FFT D estimates for all headline figures and be within 5% of National average for figure inc En and Ma
j. KS5 attainment to show positive CVA, with 20% increase on successful entry to Uni from 2009 figures	v. KS5 attainment to show positive CVA, with 20% increase on successful entry to Uni from 2010 figures	gg. KS5 attainment to show positive CVA, with 20% increase on successful entry to Uni from 2011 figures
k. Term 6 is start of new academic year		
l. <u>SLT generated ongoing results analysis booklet to show data as per OFTED PO1(i)</u>	w. <u>SLT and MINI School generated on-going results analysis booklet to show data as per OFTED PO1(i)</u>	hh. <u>SLT and MINI School generated on-going results analysis booklet to show data as per OFTED PO1(i)</u>

Objective - 3 Improving Functional Skills

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Objective 3

Targets for 2009-10	Targets for 2010-11	Targets for 2011-12
a. Develop awareness of FS across staff	g. FS embedded in school practice	n. FS part of ARR
b. Develop students' and parents' awareness of FS	h. FS available to parents and students through portal	o. FS family learning activities available through portal
c. Form links with local schools in developing practice in FS	i. Evidence of cross-school collaboration on FS	p. Cross-school FS activity embedded
d. Develop list of key FS with calendared times when whole school will focus on these	j. Evidence that FS focused on last year retained by students and new calendared times when whole school will focus on specific FS developed	q. Calendared FS focus now available to all through portal
e. Ensure that each strategy has clear mechanism for measuring impact	k. Measuring impact of FS learning now part of QA cycle	r. Evidence from the 2010-11 QA reviews informing development of FS (added following 2010 review)
f. Plan for Mini School KS3 reading hours	l. Mini School reading hours now embedded in practice	s. Mini school reading hours now include parents and external visitors to act as role models for reading
	m. Develop independent learning as a functional skill at KS3	t. Independent learning now overtly taught as a functional skill

Objective - 4 Improving the Curriculum

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Objective 4

Targets for 2009-10	Targets for 2010-11	Targets for 2011-12
a. Implement fast track for new Year7 cohort	s. Implement elements of Yr7 fast track in feeder primary school partners' curriculum	ll. Yr 7 fast track now enables some students to be entered for GCSE at end of Yr 7
b. Further extend variety of vocational courses to include Technology subjects	t. Vocational GCSE Technology subjects being taught in Yr 7 as part of fast track and in Yr 8 to rest of cohort	mm. Elements of GCSE Technology taught to Yr 6 from partner feeder schools enabling accreditation by end of Year 7
c. Develop a suite of Technology courses at KS5 and implement as part of Post-16 offer for 2010-11	u. At least 4 Level 3 Technology courses at KS5 viable ie at least 10 students opting for each	nn. KS5 Technology suite of courses attracting over 10 students each including take up from ext students
d. Identify potential early entry students for En and Ma GCSE from year 7 onwards	v. Early identification of potential early entry En and Ma with associated programmes embedded	oo. Early identification of potential early entry En and Ma from Yr6 in partner feeder primary.
e. Develop programmes in consultation with parents and students appropriate for preparing the early entry En and Ma students	w. Appropriate students enrolled on programmes (added following 2010 review)	pp. Strategy of early identification and entry leading to school achieving at least national average for 5+A*-C inc En and Ma (added following 2010 review)
f. Continue prep for ICT Diploma	x. Implement ICT Diploma	qq. Prepare for next Diploma Gateway
g. Choose a different aspect of Yr7 fast track course per Mini School and upload materials/ lessons/ activities onto portal	y. Upload second Yr7 fast track course on portal	rr. Give access to Yr7 fast track materials on portal to Yr 6 parents
h. Include prospectus dev, website design, fliers, promotional videos and newsletter production into curriculum	z. prospectus dev, website design, fliers, promotional videos and newsletter now routinely produced as part of student curriculum work	ss. prospectus dev, website design, fliers, promotional videos and newsletter now including large element of student editing

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Objective 4 cont

i. Clear system in place for SDMs to track early entries and provide time frames for mini options need to be implemented	aa. Early entry timings, and option evenings alerts etc now part of ARR and all available through website	tt. Early entry timings, and option evenings alerts etc now also communicated to students and families personally
j. Develop a clear calendar for when all the mini options will be required and implement appropriate communications with parents, booklets and choices evenings.	bb. All above now available through portal too	uu. All above now available through portal too
k. Plan and resource new Hospitality and catering course Level 2 and 3 for intro in 2010-11	cc. Implement new Hospitality and Catering at Level 2 and 3	vv. Course shows increased uptake (added following 2010 review)
l. Investigate Level 2 and/or Level 3 courses which could be delivered through VLC	dd. Courses (dependent on findings from 2009-10) delivered through VLC	ww. Courses show increased uptake (added following 2010 review)
m. Plan for timetable with extended periods of time (weeks) to enable subjects to start and complete whole projects	ee. Timetable now contains extended blocks of time allowing practical subjects to start and complete whole units	xx. Structure of timetable now resembling commercial work places rather than traditional school
n. Implement first Diploma in Media and creative arts	ff. Recruitment to Media and creative arts diploma increased from 2009-10	yy. Course established within curriculum and delivering appropriate examination success in line with other Voc subjects (added following 2010 review)
o. Take on leadership of local 14-19 Forum	gg. 14-19 Forum planning reflect local and student priorities	zz. 14-19 Forum planning reflect local and student priorities (added following 2010 review)
p. Appoint Pent Valley staff to coordinate local 14-19 developments	hh. 14-19 developments closely aligned to needs of Pent valley students	aaa. Diploma options now offer viable alternative to other curriculum paths
q. Monitor off site provisions through QA and ARR	ii. Monitoring of off site provisions through QA and ARR now established practice	bbb. Monitor off site provisions through QA and ARR
r. Plan and develop whole school approach to APP and link to ARR	jj. APP implemented across all subjects and in ARR	ccc. APP implemented across all subjects and in ARR
	kk. Implement and trial new KS3 curriculum which has a high degree of relevance and interest for students to cover 50% of KS3 time	ddd. Trial and implement remaining 50%

Objective - 5 Improve health wellbeing and fitness

*Every student at Pent Valley Technology College will achieve their academic, **personal** and social potential. They will achieve this within a technologically rich environment and through a personalised experience designed around real life and world of work contexts and nurtured by strong community principles of equality, achievement and pride.*

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Objective 5

Targets for 2009-10	Targets for 2010-11	Targets for 2011-12
a. At least 30% of students take up a school meal	q. At least 40% of students take up a school meal	gg. At least 45% of students take up a school meal
b. 90% of all pupils take part in PE lessons	r. 90% of all pupils take part in PE lessons	hh. 95% of all pupils take part in PE lessons
c. SDM to have data to show participation in extracurricular activities	s. SDM data shows 10% inc in participation rates in extracurricular activities	ii. SDM data shows 10% inc in participation rates on 2010-11 in extracurricular activities
d. Prepare Physical Education ILP's to cover the dangers of smoking, drug taking, alcohol, sexual health, peer pressure, work / life balance and the benefits of exercise	t. Implementation of the ILP's to cover the dangers of smoking, drug taking, alcohol, sexual health, peer pressure, work / life balance and the benefits of exercise for the pupils to complete	jj. 95% of pupil will understand the dangers of smoking, drug taking, alcohol, sexual health, peer pressure, work / life balance and the benefits of exercise
e. Introduce the term PIES to all mini schools; Physical / Intellectual / Emotional and Social aspects of Health	u. 80% of all pupils will know and understand what PIES is.	kk. 95% of all pupils will know and understand what PIES is
f. Set up SNAG group and involve them in writing a whole school food policy	v. Evidence of SNAG group influence available	ll. Greater evidence of SNAG group influence available
g. Achieve Bronze mark for Food For Life partnership mark	w. Silver mark for Food For Life partnership mark achieved	mm. Gold mark for Food For Life partnership mark achieved
h. All year 7 and 8 pupils inducted into the school gym	x. All year 7, 8, 9 and 10 pupils inducted into the school gym	nn. All year groups inducted into gym
i. Weight, height and BMI reported to year 7 and 8 parents and carers via ARR, along with what pupils have eaten	y. Weight, height and BMI reported to year 7 8,9 and 10 parents and carers via ARR and mentoring along with what pupils have eaten	oo. Weight, height and BMI reported to year 7 to13 parents and carers via ARR and mentoring, along with what pupils have eaten

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Objective 5 cont

j. SDM to have BMI data for sub groups	z. BMI data for sub groups now leading to health interviews	pp. BMI data and health interviews showing impact on BMI
k. Staff and Governors forum delivered through the portal allowing discussion on views and opinions relating to health	aa. Forum influencing staff health choices	qq. Improved staff health outcomes
l. Achieving Enhanced Healthy Schools status	bb. Maintaining Enhanced Healthy school Status	rr. Maintaining Enhanced Healthy school Status
m. Prom of activities in Shepway area leading to County recognition	cc. School's Health, wellbeing and fitness work gaining national attention	ss. School's Health, wellbeing and fitness work recognised at national level (added following 2010 review)
n. Implement free school meal for every Yr 7 student and analyse data in collaboration with East Kent NHS PCT obtained through cashless system	dd. Implement second year of free school meal for every Yr 7 student and analyse data in collaboration with East Kent NHS PCT obtained through cashless system.	tt. See target o. And z.
o. Secure funding to extend free school meal project into next year's Yr 7	ee. If funding not available for current Year 8 (last year 7) analyse data to investigate changes in their food choices now they have to pay for meals	uu. Evidence that results from 2010-11 review influencing catering decisions (added following 2010 review)
p. Continue to develop school-community clinic in partnership with East Kent NHS PCT	ff. Continue to develop school-community clinic in partnership with East Kent NHS PCT	vv. Continue to develop school-community clinic in partnership with East Kent NHS PCT

Objective - 6 Improve AEN Provision

*Every student at Pent Valley Technology College will achieve their academic, **personal** and social potential. They will achieve this within a technologically rich environment and through a personalised experience designed around real life and world of work contexts and nurtured by strong community principles of equality, achievement and pride.*

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Objective 6

Targets for 2009-10	Targets for 2010-11	Targets for 2011-12
a. Define clear entry and exit requirements for each AEN provision (VI, SpLD, PD, EAL, Attachment provisions, Social and Communications provisions, 'P' Level curriculum, More Able Programme)	k. Entry and exit criteria now established in school and readily available	u. Entry and exit criteria available to parents
b. Produce a clear curriculum for each provision	l. Curriculum for each provision fully implemented and evidence of personalisation for individual students	v. Within each provision curriculum fully personalised
c. Establish AEN forum as mechanism for considering 'applications' for entry to AEN provision	m. AEN Forum established practice with HoMS as rotating chairs	w. Evidence of strategic planning from AEN Forum eg future need for provisions, resources, accommodation, finances
d. SDM to develop calendar for IEP reviews and align these to Termly monitoring through ARR	n. All information for statutory reviews (IEPs etc) automatically collected as part of ARR cycle	x. Full integration of all AEN practices within whole school ARR practices
e. Align assessment in each provision with whole school ARR so that targets and progress in particular provision reported.	o. Established practice that ARR contains details of targets and progress on each provision	y. This information now discussed with parents at appropriate meetings (added following 2010 review)
f. CLS strategy implemented through PVTC AEN strands all available on website	p. CLS strategy for each provision also available through portal (added following 2010 review)	z. Evidence available that parents regularly use portal for support (added following 2010 review)
g. Achieve enhanced EAL Status	q. Status nonexistent but achieve County recognition (added following 2010 review)	aa. Achieve national recognition (added following 2010 review)
h. Plan to appoint Social Worker	r. In 2009-10 decided that Ed Psych role more beneficial so explore funding opportunities for this (added following 2010 review)	bb. Implement findings from 2010-11 (added following 2010 review)
i. <u>ARR has advice linked to AEN category which helps parents support learning</u>	s. <u>ARR now contains examples of help and work which parents can do with students</u>	cc. <u>ARR now contains examples of help and activities including info from other agencies which parents can access</u>
j. Specialist programme developed for persistent absentees See Obj 7j	t. Specialist programme operational for persistent absentees See Obj 7k	dd. Persistent absentees below national averages (added following 2010 review)

Objective - 7 Develop Careers Education and improve attendance

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Objective 7

Targets for 2009-10	Targets for 2010-11	Targets for 2011-12
a. Full commitment and action plan to achieve Investors in Careers (IiC) standard in place	k. Investors in Careers (IiC) standard achieved	u. Continued maintenance of IiC and CEAG standards
b. Full commitment and action plan to achieve a 'Green' assessment in Careers Education and Guidance (CEAIG) in place	l. Formal assessment of 'Green' in relation to CEAIG practice	v. Career strand of mentoring fully accessible to students and parents through portal
c. Mentoring to include a careers strand	m. Career strand of mentoring now established and includes not only possible career aspirations but course/subject and grade requirements	w. W/E programme for borderline 5A*-C students in place and now catering for 48 students
d. Identification of small cohort (approx 14 students) of borderline 5A*-C inc En and Ma who do w/e at non traditional time to boost motivation and so achieve	n. W/E programme for borderline 5A*-C students in place and now catering for 24 students.	x. Active programme of external agencies inputting into teaching and external placements/visits to provide real life contexts
e. Develop plan for integrating work related learning into appropriate aspects of curriculum	o. WRL now present in KS3 schemes in all Mini Schools and develop plans for active programme of external agencies inputting into teaching and external placements/visits to provide real life contexts	y. Persistent absentees to have reduced to 4.0%
f. Whole school responsibility of this area now encompasses leadership of all WRL	p. Leadership of WRL fully integrated into leadership of Careers education (added following 2010 review)	z. Leadership of WRL fully integrated into leadership of Careers education (added following 2010 review)
g. SDMs to have data for aspects a to f in OFSTED PO6(i) and in PO6 data for c	q. Evidence that data used to inform planning of practice (added following 2010 review)	aa. Practice reflects data obtained (added following 2010 review)
h. Attendance data included in mentoring	r. Attendance an established area of discussion in mentoring sessions (added following 2010 review)	bb. Whole school attendance above national average (added following 2010 review)
i. Develop programmes for persistent absentees	s. Specialist programme operational for persistent absentees See Obj 6t (added following 2010 review)	cc. Specialist programme operational for persistent absentees See Obj 6t (added following 2010 review)
j. Persistent absentees to have reduced to 6% See Obj 6j	t. Persistent absentees to have reduced to 4.9%	dd. Persistent absentees below national averages (added following 2010 review)

Objective - 8 Develop More Able Programme

*Every student at Pent Valley Technology College will achieve their academic, **personal** and social potential. They will achieve this within a technologically rich environment and through a personalised experience designed around real life and world of work contexts and nurtured by strong community principles of equality, achievement and pride.*

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Objective 8

Targets for 2009-10	Targets for 2010-11	Targets for 2011-12
a. Draft, consult implement More Able Policy	m. Policy evidenced in practice and evaluated	y. More Able policy updated
b. Ensure More Able students clearly identified in each year group in each Mini School <i>including those within Vocational courses (Hard and soft cohorts)</i>	n. Hard and soft cohort lists readily available and updated	z. All practice in relation to More Able embedded in school
c. Ensure More Able cohort identified as one of the Vulnerable Groups and so specifically tracked through SDMs' tool	o. All tracking and data analysis includes More Able as a sub group	aa. More Able showing better performance as a result of identification and tracking (added following 2010 review)
d. Mentors aware of More Able mentees	p. Mentoring of more able shows evidence of appropriate challenge and personalisation	bb. See aa above (added following 2010 review)
e. More Able reported as part of ARR	q. Case study evidence available of intervention programme implemented following tracking having shown underachievement of More Able	cc. See bb. above (added following 2010 review)
f. Whole school lesson obs sheet amended to inc More Able	r. More able area of lesson obs reported through QA (added following 2010 review)	dd. Evidence of improved provision (added following 2010 review)
g. Develop IUS files to show provision for More Able	s. IUS files available in each Mini School	ee. Materials available on portal (added following 2010 review)
h. SEF contains clear judgement in relation to More Able	t. SEF updated regularly in relation to More Able	ff. SEF judgement of Outstanding for More Able practice and achievement.
i. All 7 Classroom Quality standards(CQS) judged to be at least Developing in each IUS area in each Mini School	u. Most of 7 Classroom Quality standards(CQS) judged to be Exemplary in each IUS area in each Mini School (added following 2010 review)	gg. All 7 Classroom Quality standards(CQS) judged to be Exemplary in each IUS area in each Mini School (added following 2010 review)
j. See Objective 4 Target a	v. See Objective 4 Target s	hh. See Objective 4 Target kk
k. Develop one case study per Mini School of one vulnerable student to show effectiveness of whole experience	w. Case studies available and evidence used to influence changes in provision	ii. Case studies available and evidence used to influence changes in provision
l. Develop a register of students with specific skills and talents which could be used for assemblies special events etc	x. Register of students with specific skills and talents used for assemblies special events etc	jj. Assemblies, special events and other aspects of school regularly feature More Able (added following 2010 review)

Objective - 9 Improve Mentoring and students' confidence about their own safety

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Pent Valley Technology College

Objective 9

Targets for 2009-10	Targets for 2010-11	Targets for 2011-12
a. Implement electronic Mentoring based on 2009 experience and pilots	k. Electronic tool fully operational for mentoring, allowing access by all relevant staff	u. Electronic tool fully operational for mentoring, allowing real time access by staff, students and parents
b. Achieve at least one mentoring session per student per Term	l. At least 95% of students experience one mentoring session per Term	v. At least 99% of students experience one mentoring session per Term
c. Ensure that where students have been identified as belonging to vulnerable groups this clearly highlighted to mentor	m. Mentoring records show clear recognition of vulnerable groups	w. Mentoring for vulnerable groups now highly specialised
d. Ensure mentoring shows personalisation by incorporating and responding to student voice	n. Mentoring records show appropriate levels of personalisation	x. High levels of personalisation apparent in all mentoring records
e. Ensure direct link between ARR, attendance, skills pyramid and mentoring	o. Link between ARR and mentoring established practice	y. Portal now allows 9u above (added following 2010 review)
f. Develop strategies for giving parents access to mentoring including name of mentor and dates of meetings	p. Parents have access to mentoring records and in appropriate cases mentoring meetings	z. Parents report at least 80% satisfaction with mentoring meetings
g. At least 75% satisfaction rate reported by students	q. At least 85% satisfaction rate reported by students	aa. At least 95% satisfaction rate reported by students
h. For LAC and students with Social workers ensure these know about mentoring and outcomes	r. For LAC and students with Social workers ensure these are invited to meeting where student agrees	bb. For LAC and students with Social workers these are invited to meeting and now regularly attend
i. <i>Act as pathfinder school for Kent</i>	s. <i>Act as pathfinder school for Kent and implement changes</i>	cc. <i>Act as pathfinder school for Kent and implement changes</i>
j. <u>Include aspects PO2 a to g in mentoring</u>	t. <u>Evidence from questionnaire on PO2 a to g is acted upon to shows positive improvement</u>	dd. <u>Evidence from questionnaire on PO2 a to g shows positive improvement</u>

Objective - 10 Improve Personal Responsibility

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Objective 10

Targets for 2009-10	Targets for 2010-11	Targets for 2011-12
a. Radically transform the institutional concept of 'behaviour'	j. Institutionally 'behaviour' now de-personalised and seen as student responses which need appropriate adult responses to either change them or re-enforce them	u. 'Behaviour' now institutionally seen as part of curriculum of student needs
b. Develop the work of the Behaviour For Learning Group to lead on establishing a new concept of behaviour	k. Personal Responsibility Strategy embedded into school practices	v. Personal Responsibility Strategy developed further in light of 2010-11 experience
c. New 'Personal Responsibility' strategy developed to encompass classroom code, rewards, restorative justice and the Emotional Intelligence strategy deployed through PBL for 2009-10	l. Students have roles within restorative justice procedures	w. Students have increased roles with Personal responsibility Strategy including in reviewing and implementing changes as in n. Above
d. Ensure that at each stage a. to c. above student and parent voice is influential	m. Emotional Intelligence practice extended to next group within school	x. Emotional Intelligence practice now extended to next group within school
e. Develop clear links between 'Personal Responsibility' strategy, AEN practices, CPD needs of staff and external agency involvement	n. Clear evidence that Personal Responsibility Strategy leads where appropriate to CPD intervention, AEN Forum, external agency involvement	y. Effective and pro-active CPD, AEN and external agency involvement
f. No Permanent exclusions and Fixed Term Exclusions reduced by 20%	o. No Permanent exclusions and Fixed Term Exclusions reduced by a further 20% from 2009-10	z. No Permanent exclusions and Fixed Term Exclusions reduced by a further 20% from 2010-11
g. Establish baseline for proportion of lessons disrupted by poor behaviour PO3 a and b (evidence from lesson obs in QA)	p. <u>10% reduction in proportion of lessons disrupted by behaviour PO3 a and b</u>	aa. <u>No lessons disrupted by poor behaviour PO3 a and b</u>
h. Through assemblies develop students' awareness of aspects PO3 a to h and strategy to measure progress	q. <u>Student involvement in measuring and improving aspects PO3 a to h</u>	bb. <u>Aspects PO3 a to h judged to be outstanding</u>
i. <u>SDM to produce data for PO3g and h</u>	r. <u>Improved data for PO3 g and h</u>	cc. <u>Improved data for PO3 g and h</u>
	s. Include Independent Learning as an aspect of Personal Responsibility	dd. Independent learning now considered as an aspect of Personal Responsibility
	t. Involve students in evaluating school charter	ee. Results of 2010-11 evaluation implemented

Objective - 11 Improve Community Projects Programme

*Every student at Pent Valley Technology College will achieve their academic, personal and **social** potential. They will achieve this within a technologically rich environment and through a personalised experience designed around real life and world of work contexts and nurtured by strong community principles of equality, achievement and pride.*

Pent Valley Technology College

Objective 11

Targets for 2009-10	Targets for 2010-11	Targets for 2011-12
a. Ensure Community Projects Programme (CPP) are integral to and become the vehicle for PSHE programme	n. Use results of 2009-10 Community Plan Audit to identify areas which could be tackled through CPP	aa. CPP now more closely aligned to Community Plan Audit findings
b. Develop plans to incorporate community projects into KS3 PSHE each project to include one area of ECM specialism FS (obj3)	o. CPP now present within KS3 curriculum delivering appropriate aspects of PSHE curriculum ECM outcomes and FS. (added following 2010 review)	bb.
c. Identify skills and competencies to cover the PSHE, ECM and FS.	p. As n above	cc. CPP well established at both KS3 as well as KS4 with impact on ECM outcomes judged as outstanding in SEF.
d. Develop assessment for skills and competencies to cover the PSHE, ECM outcomes and FS	q. CPP now fully integrated into ARR procedures	dd. Students and parents now value CPP and expect its inclusion in ARR
e. Have at least one round of assessment and recording of CPP	r. As p above	ee. As q last year
f. KS4 CPP ensure accreditation	s. Extension of accreditation programme so that at least 25% achieve accreditation at KS3 whilst at least 50% achieve accreditation at end of KS4	ff. Extension of accreditation programme so that at least 50% achieve accreditation at KS3 whilst at least 75% achieve accreditation at end of KS4
g. Post-16 to include 50% of cohort	t. Post-16 to include 75% of cohort	gg. Post-16 to include 95% of cohort
h. Mini Schools to instigate formal Termly Mini School councils to feed into whole school Parliament	u. Evidence of impact of Mini Schools' councils and whole school Parliament	hh. Evidence of impact of Mini Schools' councils and whole school Parliament
i. Each Mini School to vote and choose own charity each year.	v. Increase in moneys raised for charities	ii. Increase in moneys raised for charities
j. Student questionnaire for each CP	w. Student responses to show growing understanding of their contribution to community growth	jj. Student responses to show growing understanding of their contribution to community growth
k. ARR to show CPP involvement	x. ARR to include personal contribution to CPP work	kk. ARR to include personal contribution to CP work
l. Mini Schools to keep record of students' volunteering	y. Records show increase in proportion of students volunteering	ll. Records show increase in proportion of students volunteering
m. ARR to show volunteering record	z. As for 09-10	mm.

Objective - 12 Expand Extended School Provision

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Pent Valley Technology College

Objective 12

Targets for 2009 - 2010	Targets for 2010 - 2011	Targets for 2011 - 2012
a. Develop strategy and student group 'Pent Valley Technology Champions' to promote specialist subjects in Primary schools and one local Special School	p. Full programme of activities for 'Pent Valley Technology Champions' in at least 5 primaries and one Special School.	ee. Full programme of activities for 'Pent Valley Technology Champions' in at least 10 primaries and one Special School
b. Develop student group of 'Pent Valley Transforming Communities'	q. Student group of 'Pent Valley Transforming Communities' well established and actively involved in community projects	ff. Student group of 'Pent Valley Transforming Communities' well established and actively involved in a wider range of community projects
c. Carry out Community Audit of services offered and services required by community.	r. Audit for 2009-10 available and updated for 2010-11 (added following 2010 review)	gg. Impact of strategic community plan judged to be at least Good in SEF
d. Draw up plan to take into account PVTC priorities inc specialism, Community Audit findings and LCSP priorities.	s. Strategic community plan in place to take into account PVTC priorities inc specialism, Community Audit findings and LCSP priorities.	hh. All PV community work has clear rationale linked to community needs (added following 2010 review)
e. <i>Develop robust parent consultation strategy.</i>	t. Implement strategy so as to elicit at least 50% response rate which includes all parent groups (added following 2010 review)	ii. Strategies now elicit responses from hard to reach families (added following 2010 review)
f. Develop a high profile and consistent 'badging' strategy for all community work	u. Evidence of badging available from every project undertaken	jj. Evidence of badging available from every project undertaken

Objective 12 cont

g. Identify opportunities to link work of 'Pent Valley Technology Champions' and 'Pent Valley Transforming Communities' groups to CPP (See Objective 11)	v. At least one example at KS3 and two at KS4 of work of 'Pent Valley Technology Champions' and 'Pent Valley Transforming Communities' groups linked to CPP (See Objective 11)	kk. At least two examples at KS3 and four at KS4 of work of 'Pent Valley Technology Champions' and 'Pent Valley Transforming Communities' groups linked to CPP (See Objective 11)
h. Identify and secure funding to ensure sustainability of projects.	w. At least four community projects now have long term sustainability due to funding generated	ll. A further four community projects now have long term sustainability due to funding generated
i. Ensure core offer is extended to 6pm	x. Ensure core offer is extended to <i>7.00 pm and includes Saturdays</i>	mm. Ensure core offer is extended to <i>8.00 pm</i>
j. Publish monthly flier to community to include EAL projects(See Obj4 h and Obj13b)	y. Monthly flier now established and beginning to incorporate news from other providers and commercial sponsorship/advertising	nn. Monthly flier now established and regularly incorporates news from other providers and self funding due to commercial sponsorship and advertising
k. Re-brand VLC, Catering and Radio Station	z. VLC, Catering and Radio Station all have PVTc branding	
l. Catering and Radio Station to generate 15% of own running costs	aa. Catering and Radio Station to generate 25% of own running costs	oo. Catering and Radio Station now generate 50% of own running costs
m. Develop federation talks	bb. Implement first year of statutory Collaboration with St Mary's (added following 2010 review)	pp. Evaluation of 2010-11 work impacting on 2011-12 priorities (added following 2010 review)
n. Explore multi-faith input into 'Pent Valley Transforming Communities' (Obj 13c &13d)	cc. Promote Multi-faith input into 'Pent Valley Transforming Communities' (Obj 13c &13d)	qq. Multi-faith input into 'Pent Valley Transforming Communities' well established (Obj 13c &13d)
o. Develop work towards QES	dd. Achieve QES	rr. Maintain QES

Objective - 13 Develop faith and culture community programme

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Objective 13

Targets for 2009-10	Targets for 2010-11	Targets for 2011-12
a. Develop EAL work so as to attain enhanced EAL Status	h. Enhanced EAL Status achieved and PVTC beginning to increase capacity in partner schools	o. Attainment gap of EAL students narrowed at PVTC and substantial capacity developed in partner schools
b. Encourage EAL community work so as to encourage representation at Governing Body level and inc in monthly flier (Obj12j)	i. EAL representation on Governing Body	p. Continued and established EAL representation on Governing Body
c. Develop multi-faith calendar of celebrations	j. Multi-faith calendar in place and celebrations lead by representatives from community/faiths	q. Multi-faith calendar in place and celebrations lead by representatives from community/faiths
d. Explore potential for multi-faith use of school buildings (See obj12m)	k. Multi-faith use of buildings at least either during day or out of school hours (See obj12m)	r. Multi-faith use of buildings both during day and out of school hours (See obj12m)
e. Linked to Objective 11- English classes for EAL families, EAL reception duties at specified times of the week, all communications to be translated, at least one EAL influenced topic in Technology for each year with community members invited to deliver/judge etc	l. Linked to Objective 11- Full programme of English classes for EAL families, EAL reception duties at specified times of the week, all communications to be translated, at least one EAL influenced topic in Technology for each year with community members invited to deliver/judge etc	s. Linked to Objective 11- Full programme of English classes for EAL families, EAL reception duties at specified times of the week, all communications to be translated, at least one EAL influenced topic in Technology for each year with community members invited to deliver/judge etc
f. Deliver sustainable, community and religious based celebrations eg Tihar, Christmas fetes all with student participation	m. community and religious based celebrations attendance such that they become sustainable all with student participation	t. community and religious based celebrations in all parts of community sustainable inc students
g. Develop EAL family programme through issuing laptops to the families and use opportunity to set up user group	n. Lap top programme a success and EAL user group influential in giving feedback	u. EAL user group influential in giving feedback

Objective - 14 Develop our technologically rich environment

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Pent Valley Technology College

Objective 14

Targets for 2009-10	Targets for 2010-11	Targets for 2011-12
a. This plan fully consulted upon both within and beyond school with record of changes	v. QA Cycles based on this SIP and findings from 2009-10 influence re-draft of 2010-11 priorities	qq. QA Cycles based on this SIP and findings from 2010-11 influence re-draft of 2011-12 priorities
b. School to continue with thrice yearly QA cycle designed to measure impact of all aspects of this plan. Findings used to populate SEF	w. Link between SIP, QA and SEF well established in school	rr. Link between SIP, QA and SEF well established in school
c. QA to involve SLT, Mini School LTs, Governors, LA officers, students and parent forums	x. QA now has established roles for SLT, Mini School LTs, Governors, LA officers, students and parent forums and extended roles for IUS Leaders	ss. QA now has established roles for SLT, Mini School LTs, Governors, LA officers, students and parent forums and extended roles for IUS Leaders
d. QA cycle to include PO1 (ii) and LM4 h to l	y. SEF judgements for PO1 (ii) updated thrice yearly	tt. SEF judgements for PO1 (ii) updated thrice yearly
e. QA to include student, parent and Gov Questionnaire to cover PO2 a to g and PO3 i	z. SEF judgements for PO2 updated thrice yearly	uu. SEF judgements for PO2 updated thrice yearly
f. Ensure most communications and all meetings are circulated electronically	aa. All communications and all meetings are circulated electronically	vv. PVTC now a paper-less institution
g. Continue to develop through Mini Schools 'technological approach' to Leadership and Management	bb. Leadership and management in SEF judged as outstanding.	ww. Examples of Leaders and Mangers having secured more senior posts both within and beyond PVTC
h. For each aspect of this SIP produce a Specialism folder to evidence work and impact	cc. Folder available with at least 2 examples of work and impact from each section of this SIP	xx. Complete 'electronic folder' to exemplify work and impact of specialism

Objective 14 cont

i. Cost and implement plan for move towards laptop for every student, <i>and member of staff</i> electronic self registration, funding to give all access to internet resources, disadvantaged families free computer and broadband connection	dd. Costed Implementation Plan in place and first phase completed.	yy. Second phase of Costed Implementation Plan in place
j. Infrastructure work of school now attracts at least £100,000 per year	ee. Infrastructure work of school now attracts at least £125,000 per year	zz. Infrastructure work of school now attracts at least £150,000 per year
k. Plan for new Yr7 'orientation week' to familiarise with ICT etc	ff. New Yr7 'orientation week' to familiarise with ICT in place	aaa. New Yr7 'orientation week' to familiarise with ICT in place
l. Plan towards PVTC becoming a CISCO/MICROSOFT/ORACLE Academy	gg. Plans for PVTC becoming a CISCO and MICROSOFT Academy in place (added following 2010 review)	bbb. PVTC a recognised CISCO/MICROSOFT/ ORACLE Academy
m. <i>School to continue to chair local Secondary HT's group</i>	hh. <i>School to continue to chair local Secondary HT's group</i>	ccc. <i>School to continue to chair local Secondary HT's group</i>
n. <i>School to continue to be secondary rep on LCSP Board</i>	ii. <i>School to continue to be Secondary rep on new form of LCSP board following KCC re-structure (added following 2010 review)</i>	ddd. <i>School to continue to be Secondary rep on LCSP board</i>
o. <i>School to continue to be district rep on Kent Strategic Board</i>	jj. <i>School to continue to be district rep on Kent Strategic Board</i>	eee. <i>School to continue to be district rep on Kent Strategic Board</i>
p. <i>School to continue to be Secondary rep on Kent Healthy Schools Strategic Board</i>	kk. <i>School to continue to be Secondary rep on Kent Healthy Schools Strategic Board dependent on KCC re-structure (added following 2010 review)</i>	fff. <i>School to continue to be Secondary rep on Kent Healthy Schools Strategic Board</i>

Objective 14 cont

q. <i>SDM on termly basis to compile ARR data, mentoring data, exclusion and seclusion data for all sub groups for judgement to be made as to how the experience of these students differs from that of other students</i>	ll. <i>SDM on termly basis to compile ARR data, mentoring data, exclusion and seclusion data for all sub groups for judgement to be made as to how the experience of these students differs from that of other students</i>	ggg. <i>SDM on termly basis to compile ARR data, mentoring data, exclusion and seclusion data for all sub groups for judgement to be made as to how the experience of these students differs from that of other students</i>
r. <i>Set up new safeguarding committee to comprise of one member of SLT, e-safety officer, one Governor and one member of Personnel department</i>	mm. <i>Safeguarding committee well established and produces thrice yearly reports.</i>	hhh. <i>Thrice yearly reports from Safeguarding committee influencing improvements in practice</i>
s. <i>Safeguarding committee to compile file of evidence to cover LM6</i>	nn. <i>File updated from findings in thrice yearly report (added following 2010 review)</i>	iii. <i>File updated from findings in thrice yearly report (added following 2010 review)</i>
t. <i>Mini Schools to instigate new bullying and discrimination record keeping</i>	oo. <i>Data collection established and 'moderation' of what constitutes racial bullying etc carried out (added following 2010 review)</i>	jjj. <i>Data collection shows standardised definitions and applications of different forms of bullying (added following 2010 review)</i>
u. <i>SLT once per term to receive data from Mini schools to monitor data re bullying and racial discrimination and act on any emerging patterns</i>	pp. <i>bullying and discrimination show decline in incidents</i>	kkk. <i>bullying and discrimination show decline in incidents</i>