

ACHIEVEMENT

	OBJECTIVE	STRATEGY	TIMESCALE	SUCCESS CRITERIA	IMPACT
1.	Further improve rates of student progress throughout the school (in-school variations in boys, SEND, FSM6) (RHA)	Embed the Accelerated reader scheme into KS3 (LDA) Implement wider programme of boys intervention ensuring under-performers are challenged early (AMO) Develop a programme of twilight sessions for parents to support student progress in order to raise aspirations(AMO) Organise 'boys only' celebration evenings (AMO) Promotion and implementation of peer tutoring within core subjects (RHA, HOD)	Autumn 13	Y7/8 using AR scheme within core English lessons Improved boys outcomes in relation to girls Celebration evenings held at LH promote success and achievement amongst boys Wider number of students accessing one-to-one tuition	In school variations narrow over time between boys, SEND and FSM6 and other students Improved outcomes for FSM6 students
2.	Continue to develop use of pupil premium funding (RHA)	Continue to assess the role of temporary appointments of Pupil premium co-ordinator, Student achievement manager and Attendance officer (RHA) Embed the 'Catch Up' maths programme into Year 7 (RHA,GCO) Increase the amount of private tuition available to FSM students in the core subjects(RHA, GCO) Develop a programme of evening sessions in core subjects for targeted parents to support student progress (HOD,AST)	Autumn 13 Autumn 13 Autumn 13 Autumn 13	Improved attendance and punctuality of FSM students FSM students achieve increased outcomes at GCSE especially in core subjects Greater proportion of FSM students achieving targets in all year groups especially in core subjects	Improved outcomes Improved attendance
3.	Introduce new curriculum model across the school (SPU)	Confirm curriculum and staffing plans for Sep 13 (SPU, VSC) Schedule new curriculum (SPU)	Summer 13	New curriculum model in place for Sept 13	Increased student outcomes in English and science. Improved alternative curriculum provision and engagement.
4.	Prepare for introduction of	Evaluate current curriculum (SPU)	Autumn 13	Plan for action for agreed	A LH curriculum that matches student,

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	new National Curriculum and revised GCSE's	Evaluate changes in National Curriculum and KS4 examinations identify a Light Hall response (SPU, HOD) Consult on proposed changes to LH curriculum (SPU) Produce and implement an action plan for required changes (SPU)	Summer 13 Autumn 13 Spring 14	curriculum change is produced and implemented	local and national needs.
5.	Reduce variation within subjects in pupil outcomes	Evaluate departmental SEF's, identifying best practice and areas for development (VSC, RBA) Plan intervention programme with areas of concern (VSC, RBA) Evaluate exam outcomes 2013. Update intervention action plan (VSC, RBA)	Summer 13 Summer 13 Autumn 13	Reduction in variation between departments, using subject residuals. Continuing to share good practice across the school.	Students receiving quality and consistent outcomes across all subject areas.
6.	Develop and implement a programme to further raise progress of high achieving students	Identify variation between subjects (RHA) Evaluate national and local best practice for high achievers (VSO) Produce and deliver an action plan to raise outcomes for the higher achieving students (VSO, HOD)	Summer 13	Internal variation in outcomes identified Report shared with SLT and governors Plan delivered and internal variation in subject outcomes is reduced	Increased VA for higher achievers
7.	Improvements in GCSE English and science results	Evaluate impact of recent progress (VSC, RHA, RBA, JGO, CWL) Produce and implement an action plan to further address issues and consolidate improvements (VSC, RHA, RBA, JGO, CWL)	Summer 13 Autumn 13	Evaluation and action plans produced and shared with SLT and governors. Improved progress outcomes in both English and science	Increased VA for English and science

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1.	Develop the role of AST's in school CPD programme (RHA)	Devise quality CPD programme for the year based on school focus - AfL. (RHA) Carousel workshops sharing good practice (AST) Input into new termly teaching and learning bulletin (RHA) Twilights programme established – linked with teacher PM (AST) Investigate and deliver in-house programme for OTP (AST's, SPU)	Summer 13 Autumn 13 Autumn 13 Spring 14	CPD programme established Bulletin promotes awareness of teaching and learning and sharing of good practice. Voluntary twilights become compulsory through PM	Improved teaching and learning across the school
2.	Evaluate and revise SLT curriculum monitoring programme (VSC)	Evaluate impact of 12/13 programme (VSC, RBA, RHA) Produce and consult on proposals for 13/14 (VSC) Implement proposals (HT, RBA, RHA) Termly report to staff and governors on impact (HT)	Summer term 13 Summer term 13 Autumn term 13 From Autumn term 13	New programme introduced for Sept 13, which includes identified improvements to current process	At least 30% of observed lessons graded as outstanding. Continuing improvements to value-added scores. Progress towards Ofsted grade of outstanding for teaching.
3.	Make teaching consistently good or outstanding	Personalise PM objectives, based on coaching quads and rigorous coaching (VSC, SLT). Establish T&L Extended Group to further spread good practice (RHA) Develop the T&L section of VLE as an interactive tool for teachers (RHA, GBA, AST's) Produce and deliver an action plan to address the inconsistencies identified by Ofsted – in planning (use of data to inform teaching, including differentiation), marking and feedback, and behaviour for learning (RHA, AST team). Evaluate impact	Summer 13 Summer 13 From Autumn 13	The proportion of good and outstanding lessons to show further increases: <ul style="list-style-type: none"> • 2012/13 – 75% • 2013/14 – 85% • 2014/15 – 90% • 2015/16 – 95% 	Continuing improvements in teaching to result in increasing outcomes for students, as measured by value-added on ROL.
4.	Further develop collaborative CPD practices	Evaluate effectiveness of existing joint CPD model (SPU/HODS/HT)	Start process from Spring 2013.	Newly agreed cluster CPD model in place for 2013-2014.	Further increased opportunities for joint CPD at a variety of levels,

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	with neighbouring schools (SPU)	Explore alternative models (e.g. joint INSET days, joint planning time for NC 2014, joint NQT programme/events, leadership training opportunities, secondments etc. (SPU & leads in cluster schools) Present alternative models to SLT and cluster heads (SPU) Agree on a revised model (all stakeholders) Implement new model for 2013-2014 (SPU)			resulting in continued sharing of expertise.
5.	Continue to develop alternative models for in-house CPD (RHA/SPU)	Consolidate ITP course with teaching staff according to need. (RHA/SPU) Investigate opportunities for delivery of the OTP (RHA/SPU) Delivery of revised staff training afternoons (RHA/AST)	Autumn/Spring 14 Autumn 13	Third co-hort completed the course	
6.	Develop and introduce a new Numeracy policy (RBL)	Produce annual action plan detailing key priorities and implementation Establish a numeracy working party Devise a whole school numeracy policy		Action plan produced Regular working party meet to discuss ideas and implement strategies Policy produced and followed	Improved numeracy levels amongst students
7.	Develop and implement Year 2 of whole-school literacy programme (VLU)	Embed and monitor Implementation of new literacy policy (RHA) Improve classroom literacy displays Further develop staff training opportunities Embed the literacy pyramids within everyday teaching practice	Autumn 13 Autumn 13 Autumn 13	New policy established and applied across the school Vibrant displays across the school Literacy levels of staff and students improved Pyramids widely used across the school	
8.	Continue to develop FROG (RBA)	Act on audit outcomes (RBA) Revisit use of the VLE with and produce a realistic and sustainable plan to adopt	Autumn 13	Plan in place and begin to implement Spring 2014	Frog beginning to be adopted as the central resource area for T&L. Staff moving resources from the

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		as an enhanced learning tool for the future.			shared area (which will eventually be removed)
9.	Investigate further e-learning opportunities to support T&L (RBA)	Explore and possibly trial the use of tablet computers in a variety of contexts with a view to wider coverage across the school. Reliable and compatible wireless network a priority.	Spring 14	Investigate and work up a short term plan to trial the use of tablets. Computers purchased/used and evaluated before considering options for the future.	Tablet computers enhance T&L in a variety of contexts.

BEHAVIOUR

	OBJECTIVE	STRATEGY	TIMESCALE	SUCCESS CRITERIA	IMPACT
1.	Introduce new HOY structure (RMC)	Appoint new HOY and induct into role Appoint replacement PM and induct into role	Summer 2013	All pastoral roles filled Strong team inducted	Continued high provision of pastoral care at Light Hall School
2.	Further improve attendance and punctuality (RMC)	Analyse Year group SEF's Evaluate current provision Identify / modify current systems as appropriate Liaise with local schools to identify and share good practice Introduce focused intervention for FSM children, including first-day calling and home collection Investigate systems of signing in	Autumn 2013	Increase in attendance for all, especially FSM children.	Attendance in line with National Average, including FSM
3.	Review and evaluate effectiveness of detentions.(RMC)	Analyse Year group SEF Identify students who receive most detentions Analyse data – reason for detention / from whom Analyse effectiveness Identify / modify current systems as appropriate Liaise with local schools to share good practice Embed changes to system / recording of systems	Summer / Autumn 2013	Reduction in detentions given Improved attendance at detentions Modification in behaviours leading to detentions	Improving behaviour – reduced detentions/reduced exclusions
4.	Review and evaluate effectiveness of temporary exclusions. (RMC)	To research and outline the current system in place To use quantitative data to establish current patterns and/or trends and compare these to official statistics locally and nationally	Summer / Autumn 2013	Review produced Behaviour improves	

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		<p>To use qualitative data to investigate the impact of the exclusion upon the student/staff and parents</p> <p>To explore alternative sanctions by liaising with other educational provisions and relevant bodies.</p> <p>To produce a comprehensive review with future recommendations</p>			
5.	Introduction of new uniform (VSC, RMC)	<p>Consult with students, parents and governors (VSC, RMC)</p> <p>Confirm any changes and share with all stakeholders (VSC, RMC)</p> <p>Prepare students and parents for Sept implementation (VSC, RMC)</p> <p>Implement and address any inconsistencies (VSC, RMC)</p>	<p>Spring 13</p> <p>Summer 13</p> <p>Summer 13</p> <p>Autumn 13</p>	<p>Consultation completed</p> <p>Any changes communicated to all stakeholders</p> <p>Work with students and parents to insure all prepared for September</p> <p>Uniform changes successfully introduced</p>	Improved and consistent uniform standards for 13/14

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	OBJECTIVE	STRATEGY	TIMESCALE	SUCCESS CRITERIA	IMPACT
1.	Recruitment of new Headteacher (Governors)	Produce updated job details Advertise (CPO) Finalise interview process Recruit Induct (SMO, VSC)	Spring/summer term	New Headteacher appointed and inducted into role	Smooth transition. New Headteacher having positive impact in leading the school with continuing improvement
2.	Continue to explore Academy freedoms (VSC)	Consult and identify further areas to explore (VSC) Produce plans for implementation (HT) Implement plans for 13/14 (HT)	Summer term 13 Autumn term 13 From Autumn term 13	Plans for further change identified and implemented	Improved efficiency and effectiveness in school, as shown by an increasingly positive ROL.
3.	Introduction of new Appraisal and Capability policies for teaching staff (VSC)	Complete consultation on draft proposals (VSC) Deliver staff training and support for implementation of new Appraisal process (VSC) Implement new Appraisal and Capability policies (HT) Review and revise appraisal and capability policies for support staff (HT)	Summer term 13 Summer term 13 Autumn term 13 Autumn term 13	New system for teacher appraisal implemented. New policy for teacher capability introduced. Evaluation of support staff appraisal and capability policies completed and appropriate changes implemented.	Further refine appraisal process to ensure it best supports school and staff needs. Appropriate support and action is taken to address concerns, leading to improved outcomes for children.
4.	Improve the effectiveness of the Governing Body	Supporting the GB in continuing their work towards GLM Quality Mark for School Governance.	On going	Governor Mark in place	More effective Governing Body
5.	Evaluate effectiveness of existing SLA's and address issues as appropriate (VSC)	Evaluation of current SLA's conducted (VSC and appropriate staff) Areas for improvement identified and actioned (VSC and appropriate staff)	Summer 13 From summer 13	SLA's further refined to improve efficiency and effectiveness in school, meeting the needs of students and improving value for money	Improved systems and value for money with improved support for student learning.
6.	Implement Yr 2 of leadership programme.- SPU	Evaluate success of stage 1 of the leadership programme (SPU & HT) Prepare participants for stage 2 of the programme- leadership project.	Summer term 13	All stage 2 participants successfully complete a leadership project and submit for Masters level accreditation.	Increased number of staff with leadership skills (with the ability to apply in depth leadership theory to practical leadership activities)- aiding succession planning.

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		(university tutor and SPU) Participants to negotiate leadership project foci with line managers/SLT. Participants carry out project and present project findings to SLT and submit for masters accreditation to BCU			
7.	External evaluation of ICT Network and its effective support and delivery	External Audit of current provision followed by a prioritized action plan for future development.	Summer 2013	Audit completed/plan produced and agreed actions beginning to be implemented.	More effective delivery and support for the ICT infrastructure across the school. Strategic plans for future development in place.
8.	Introduce New Cleaning Contract	OJEU Advertisement (posted by TENET services) Pre-qualification questionnaire evaluation Invite to tender Site Visit Tender deadline School evaluation of tenders Presentations Notify successful & unsuccessful Contract issue and award notice posted in OJEU Contract start date	8 Feb 19 March 22 March 3 April 26 April w/c 13 May 5 June 6 June July 1 August	Contract awarded in timescales mapped out Specification meets the schools current needs Specification encompasses the requirements to suit out of hours lettings Best value contract price obtained A Company is selected that will provide a professional cleaning service and value it's employees	A motivated cleaning team that are line- managed effectively and feel valued New cleaning equipment which will in turn improve the morale and output of the team Knowledge that we are receiving the best market rate for the service A clean well maintained school to ensure pupils have a clean, safe environment to study in.
9.	Review of the Catering Provision	Review an fully understand the current service and charges included any off-set income Consult with Business/Facilities Managers of other academies to see if they have explored other catering service options Present findings and recommendations to governors	August 13 August 13	To fully understand and explain the current service and pricing model To evaluate whether there are benefits to leaving the SMBC provision and tendering the service (possibly collectively with other local academies) To provide a report that allows the governors to make an informed	To ensure we are getting the best value and best service from the school catering provision whilst ensuring the offering to students remains of a high standard To identify any improvements/levers within the current service

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		to determine next steps	September 13	decision on next steps	
10.	Confirm and Implement site summer refurbishment programme	<p>Identify with SLT priority projects for Summer 13</p> <p>Obtain written quotes in accordance with the school purchasing policy</p> <p>Present to SLT for comment</p> <p>When finalised present to F&GP members for discussion/sanction</p> <p>Confirm to successful contractors</p> <p>Formulate summer schedule and circulate details</p>	<p>March/April 13</p> <p>May 13</p> <p>May 13</p> <p>May/June 13</p> <p>June 13</p> <p>July 13</p>	<p>Obtain competitive quotes</p> <p>Present to SLT & governors</p> <p>Get agreed works completed during the school shut down, working to time, safety and budget</p>	<p>Continual improvement of the school and its facilities to enhance the learning environment for current students, attract students of the future and increase lettings income</p>

SMSC

	OBJECTIVE	STRATEGY	TIMESCALE	SUCCESS CRITERIA	IMPACT
1.	Provide further staff training on SMSC (RHA, ASTs)	Prepare and deliver staff inset on SMSC	Spring 14	Training on SMSC successfully delivered	Increased coverage of SMSC as indicated by lesson observation grades