

Crypt School Development Plan 2008 – 2011

NB: Outcome and actions directly related to specialist status are indicated in 'SSS Phase 2' column

Key Objective	Link to SEF section	Intended outcome	Action	Led by	SSS Phase 2	Others	Timescale	Resources	Impact / Evidence
Enhance the quality of teaching and learning	3c	1.1 Pupils demonstrate improved independent learning through improved coursework grades and project work	1.1.1 Greater use of ICT facilities - Laptop trolley & IAWs by pupils. 1.1.2 Planned strategy of use of new Learning Resource Centre (LRC). 1.1.3 Coursework more closely monitored at KS4/5 1.1.4 Consistent implementation of an integrated Homework policy. 1.1.5 Further development of On-line learning resources 1.1.6 Extended access-time to ICT suites 1.1.7 Raise parental awareness of on-line learning opportunities 1.1.8 Increase opportunities for flexibility in KS3	1.1.1/5-7 PS 1.1.2 JPS/SV 1.1.3 MBr 1.1.4 AHC 1.1.5 WRS 1.1.8 WRS	No	1.1.2 HoDs 1.1.3/4 HoYs	1.1.1 Audit 2x per year 1.1.2 LRC operational 2009 1.1.3 1/2 termly checks 1.1.4 Termly monitoring noted in monitoring cycle and checked in PLM meetings 1.1.5 Autumn Dev plan cycle 1.1.6 September 2008 1.1.7 Academic Mentoring Day leaflets, parents evening	1.1.1 £4K lease- 3yrs 1.1.2 Librarian £20K 1.1.5 Extend SAMs Learning to KS3 & KS5 ££3Kpa 1.1.6 Supervise extended hours ICT suite £2Kpa 1.1.8 Extra INSET day	1.14 Small number of parental concerns have been investigated and followed up by AHM . HM interviews with students June 09. 1.15 Slow development. PL leading VLE development.
Enhance the quality of teaching and learning	3c	1.2 Effective Self-Evaluation and monitor Performance Management lead to improved value-added results	1.2.1 Regular & systematic classroom observations recognise good practice and challenges weaker practice and supports colleagues 1.2.2 IIP status is maintained 1.2.3 New PM arrangements implemented	1.2.1 JPS 1.2.2 SV 1.2.3 PS	No	PLM HoDs	1.2.1 PLM schedule 1.2.2 IIP renewal due Summer 09 1.2.3 PM regulations due implemented Autumn 08	1.2.1 Training on lesson observations	1.2.1 Comparison of y10 audit 2008 to y12 audit 2007, reveals evidence of progress in % of good and outstanding lessons. 1.2.2 Achieved, with clear evidence of progress on previous assessment. 1.2.3 Policy implemented – links to pay and to targets need constant refreshment!
Enhance the quality of teaching and learning	1d, 3c	1.3 Understanding of Learning styles, thinking skills and Assessment for Learning lead to greater satisfaction for pupils and less disaffection.	1.3.1 Evaluate the provision of Learning to Learn course to Y7-11 in promoting effective learning, revision and exam preparation 1.3.2 A4L Training and audits show increased application of principles by colleagues 1.3.3 Termly audits show decrease in concern form referrals 1.3.4 Greater use made of G&T information – including NACE challenge 1.3.5 Appointment TLR to oversee G & T 1.3.6 Promote the preferred learning styles audit and share findings to all staff 1.3.7 Appoint Science AST: outreach work with primary schools and local businesses, together with inreach work on AFL/ICTaC to raise quality of teaching and learning	1.3.1 SV 1.3.2 PL (PS) 1.3.3 AHC & MBr 1.3.4/5 JW (AB) 1.3.6 'AST' 1.3.7 JPS	Yes	1.3.1 PS 1.3.2 ANO 1.3.3 HoYs 1.3.7 PS	1.3.1 Summer 08 1.3.2 Summer 08 1.3.3 Summer 08 1.3.4 Summer 09 1.3.5 Summer 08 1.3.6 Autumn 08 1.3.7 Summer 08	1.3.6/1.3.7 Funded from Specialist status budget	1.3.1: audit currently being undertaken. Aim – L2L leads on a common language for learning. 1.3.2 For 09/10 Good work in past, now needs revisiting. MBa's project for Middle Leaders, plus MFL AST inreach focus. 1.3.4. New G&T student list set up (excluding 6th form) and circulated to all staff, placed on the intranet. Circulating G&T audit to begin working towards NACE award. G&T Parents guide written ready for

									Sept G&T parents evening for Y7-13. Meeting with new G&T Parent Governor held. Presented G&T vision to HOD's, HOD's asked to elect a G&T representative from department – meeting still to take place. G&T policy revised ready for Governors ratification. 1.3.5. G&T Lead teacher appointed AB. AB attended 2 courses. AB visited Windsor and Ribston Selective Schools.
Enhance the quality of teaching and learning	3c	1.5 Raise standard of achievement in KS3 Science through increased quality of teaching and learning.  (For specific targets see end of SDP)	1.5.1 Introduce a compacted curriculum 1.5.2 Implement Kaleidos throughout. 1.5.3 Introduce better differentiation in top sets through use of 'platinum' resources from Heinemann. 1.5.4 Set up lunchtime clinics to target underachievement in Y9 1.5.5 Introduce sixth form mentors 1.5.6 Introduce data logging for investigations 1.5.7 Investigate the use of 'crocodile clips' software 1.5.8 Use peer observation to support the roll out of e-learning programme. 1.5.9 Development of enrichment activities inc investigative skills 1.5.10 Investigate the use of podcasts	PS	Yes	CS	1.5.1 Y7 Sept 08, Y8 Sept 09, Y9 Sept 2010. 1.5.2 Sept 2009 1.5.3 All Y8Jan 08 1.5.4/5 Easter 08 1.5.6 Sept 08 1.5.7 summer 08 1.5.8 Sept 2009 1.5.9 Sept 08 1.5.10 Sept 09	1.5.1 £5K 1.5.3 £2K 1.5.6 £2K 1.5.7 £500	1.5.1 – introduced, but need to put flesh on bones in 09/10 Kaleidos has been replaced with Moodle. PL has begun to train staff with Moodle – Sc, Eng, Bus St make the most use of it. There are 4 students who assist. PL has led staff INSET. Still red, but perhaps beginning to turn yellow?
Enhance the quality of teaching and learning		1.6 Raise the standard of achievement in KS4 Science through the increased quality of teaching and learning.  (For specific targets see end of SDP)	1.6.2 Introduce the use of email to support Easter revision. 1.6.3 Improve tracking of pupil progress through more regular assessment 1.6.4 Increase use 'awe and wonder' experiments/demos in lessons 1.6.5 improvement in independent learning skills 1.6.6 sixth formers to act as technical support in practical skills 1.6.7 Introduce podcasting 1.6.8 Review modular timetable	PS	Yes	CS	1.6.1/3/4 Sept 2008 1.6.2 Easter 2008 1.6.3 Sept 2008 1.6.6 Jan 2009 1.6.7 Sept 2010	1.6.1 £5K 1.6.4 £2K	
Enhance the quality of teaching and learning	3c	1.7 Raise standard of achievement in KS5 science through increased quality of teaching and learning  (For specific targets see end of SDP)	1.7.1 Introduce system of one-to-one tutorials for all sixth form students. 1.7.2 Increase independent learning through the use of on-line resources. 1.7.3 Provide self-help/revision materials for all subjects, with answers on the intranet. 1.7.4 Introduce specific revision clinics prior to module exams in January. 1.7.5 Challenge high potential students with external	PS	Yes	CS	1.7.1/2/3 Sept 2008 1.7.4 January 2008 1.7.6 on-going 1.7.7 on-going 1.7.8 Summer 08 1.7.9 Easter 08 onwards 1.7.10 Sept 08	£2K	1.7.6 offered, little take up. Follow up in 09/10 1.7.5 beginning now to occur more regularly 1.7.7 1.7.8 evaluated as green – look for evidence of impact in 09/10 1.7.11 offered, no interest, therefore course not laid

			<p>competitions eg AEA.</p> <p>1.7.6 Encourage the take up of Nuffield Bursaries.</p> <p>1.7.7 Introduce more formative assessment to track pupil progress</p> <p>1.7.8 Introduce bridging course for KS4-5 transition</p> <p>1.7.9 Provide more resources on intranet to encourage independent learning</p> <p>1.7.10 Look to block double sets to allow setting, e.g. Biology</p> <p>1.7.11 Introduce a vocational science course (additional Science) in Y12 – depending on up-take</p>					on
Enhance the quality of teaching and learning	7e	<p>1.8 Raise standard of achievement in KS3 MFL through increased quality of teaching and learning</p> <p>(for specific targets see end of document)</p>	<p>1.8.1 Introduce Logo electro into all German classes</p> <p>1.8.2 Develop cross curricular project with History for Y7 as a part of new NC</p> <p>1.8.3 Introduce specific revision skills into scheme of work</p> <p>1.8.4 Support departmental staff by offering INSET on current methodology eg personalized learning</p> <p>1.8.5 Further develop on-line teaching and learning resources in staff shared area</p> <p>1.8.6 Structured work with FL assistant to enhance the cultural part of the curriculum</p> <p>1.8.7 Implement a department wide system of clear feedback in exercise books and target setting where appropriate</p> <p>1.8.8 Investigate the “Languages Ladder” method of assessment</p> <p>1.8.9 Develop wider access to independent learning through multimedia facilities</p> <p>1.8.10 Introduce modules of Chinese to year 7 and 8</p> <p>1.8.11 Develop paired observations across the dept to improve standards of teaching through coaching</p>	PS	Yes	Rbn	<p>1.8.1/4/10 autumn 2008</p> <p>1.8.2 spring 2008</p> <p>1.8.5 autumn 2009</p> <p>1.8.6 Termly monitoring</p> <p>1.8.8 Summer 2008</p> <p>1.8.9 2009</p>	<p>1.8.1 £500</p> <p>1.8.2 Planning time - £500</p> <p>1.8.4 INSET - £500</p> <p>1.8.9 Staff training - £500</p> <p>1.8.10 £3000 for Chinese teacher to visit Crypt</p> <p>1.8.11 Cover costs £500</p>
Enhance the quality of teaching and learning		<p>1.9 Raise standard of achievement in KS4 MFL through increased quality of teaching and learning</p> <p>(for specific targets see end of document)</p>	<p>1.9.1 Employ 2 full time FLAs to work with targeted groups in and outside the classroom</p> <p>1.9.2 Offer lunchtime clinics in Y10 for C/D pupils</p> <p>1.9.3 Implement the new GCSE courses</p> <p>1.9.4 Staff to attend exam board training on new courses</p> <p>Improve monitoring of Y10/11 with more frequent in-class assessments</p> <p>1.9.5 Increase use authentic materials in lessons based</p> <p>1.9.6 Offer revision days off site eg Phillip Allan update courses</p> <p>1.9.7 Produce a booklet for oral exam revision</p> <p>1.9.8 Investigate and then implement a French exchange</p> <p>1.9.9 Develop wider access to independent learning through multimedia facilities</p> <p>1.9.10 Introduce setting</p>	PS	Yes	Rbn	<p>1.9.1 Sept 2009</p> <p>1.9.3 Autumn 2009</p> <p>1.9.4/5 Sept 08</p> <p>1.9.6/7Spring 09</p> <p>1.9.8 Summer 09 and Autumn 09</p> <p>1.9.10 Sept 2010</p>	<p>1.9.1 £12000</p> <p>1.9.3 New text books £1000</p> <p>1.9.5 Purchase of authentic materials £250</p> <p>£100</p> <p>1.9.8 inspection visit £500</p>

Enhance the quality of teaching and learning		1.10 Raise standard of achievement in KS5 MFL through increased quality of teaching and learning  (for specific targets see end of document)	1.10.1 Use the FL assistants for group and individual work to accelerate learning 1.10.2 Develop a new scheme of work for the new exam with built in assessments 1.10.3 Offer off-site visits eg ALL lectures, Phillip Allen study days 1.10.4 Establish work experience and an exchange in France 1.10.5 Use Year 13 pupils to mentor Year 12 1.10.6 Use KS5 pupils to assist in lessons in KS3 and to work with the assistants running languages club. 1.10.7 Introduce a vocational MFL course in Y12 – depending on up-take	PS	Yes	RBn	1.10.2 Sept 09 1.10.3 ongoing 1.10.4 Nov 09 1.10.5/6 Sept 08 1.10.7 Sept 11		
Enhance the quality of teaching and learning	6c	1.11 Introduce structured programme of coaching for staff	1.11.1 Use of Leading from the Middle Course 1.11.2 Staff peer observation as part of INSET programme	SV	No			£1,000	need to develop coaching model in 09/10, and consider coaching for PSS
Enhance the quality of teaching and learning	6c	1.12 Support and develop HoDs' skills in lesson observations	1.12.1 Paired lesson observations with PLM 1.12.2 INSET Day on 'How to move a lesson from 'Good' to 'Outstanding'	SV	No		1.12.2 October 2008		Impact measured in y10 review and departmental reviews. Quality of teaching and learning developing well in observed lessons.  impact on exam results – await results!
Improve academic achievement against potential	5e	2.1 A comprehensive pupil programme is deployed so that staff, students and parents can track progress against potential	2.1.1 termly pupil assessments (PAs) and annual reports set targets for improvements 2.1.2 All individuals in each year group profiled in terms of current performance against potential 2.1.3 Evaluate impact of Academic review days allow tutors to discuss progress with students and parents – by questionnaire to all stakeholders 2.1.4 Introduce Challenge awards 2.1.5 Start using FFT 'D' targets for KS3 and 4 pupils 2.1.6 All departments to use PA data together with and CATs and ALIS with CMIS 2.1.7 Early identification of target group in sixth form 2.1.8 Improve the access of staff to data and training of HoDs to use data effectively – early intervention 2.1.9 Introduction of KS3/4 ethnic minority monitoring and intervention group 2.1.10 Working party to examine Sixth Form Audit and construct and implement an action plan 2.1.11 ALPS for Year 12 2.1.12 SLT INSET on ALPS	2.1.1/2/5/6/7/10 JW 2.1.3/8 AHC/MBr 2.1.10 JPS	No	2.1.1 HoY/HoD 2.1.10 PR	2.1.1 In line with assessment calendar 2.1.3 Academic Mentoring Day reviewed after AMD Day number 1 2.1.10 September 2008		2.1.1 09/10 ensure every PA is preceded by a levelled / graded assessment to maximise impact 2.1.2 profiling in place, 09/10 ensure Middle Leaders use regularly to track progress (same for 2.1.6, 2.1.8, 2.1.9  2.1.7 group identified, but improve tracking and early interventions in 09/10  KS3 target group has been set up and their progress is being regularly reviewed by HOY using PA data. Pupils are interviewed and improvement targets set. Likewise SEN register pupils are being tracked by AHM. Progress is being

									<p>monitored against end of key stage predictors.</p> <p>2.1.1/6/7 All students have a CAT/ALIS/ALPS target, and Y10 and above have been given teacher targets. All students should be aware of the TT and work is assessed against these during the year. PA grades identify present working grade and reports identify exam grade and present working grade. PA meetings discuss issues and HOY's and FT set up referrals (work reports, target groups etc)</p> <p>2.1.2 Internal exam results for Y10,11,12 and 13 are matched against CAT/ALPS/ALIS and a spreadsheet is produced indicated above , in line, blow expected performance. Improve analysis by HOY and HOD's. Ensure PLM have relevant conversations with HOD's.</p> <p>2.1.5. FFT predictors have been given to HOD's for Y10 and 11 together with the CATS to inform the decisions made for teacher targets at the end of the year.</p> <p>2.1.11 ALPS predictors have been given to HOD's for Y12 and 13 together with ALIS to inform the decisions made for teacher targets at the end of the year.</p>
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Improve academic achievement against potential		2.2 The SLT quality assures department self-evaluation through a programme of observations and audits	2.2.1 Written diagnostic reports lead to response action plans 2.2.2 Targeted support for weaker departments 2.2.3 Follow up through PLM meetings	2.2.1 JPS/SV	No	2.2.1 SLT/HoDs 2.2.2 PLM	2 departments per half term 1 cycle in 2 years Light touch for successful department as indicated by data / outcomes of Department Reviews	Consultant support for Dept £3K	DT – coursework in line with predictors. ICT – Kirkland Rowell indicates progress.
Improve academic achievement against potential	1d, 3c, 4h, 5e, 6c	2.3 A Growing Sixth Form caters for personalised learning and effective management of student progress	2.3.1 Improved progression from Y11 to Y12, Y12 to Y13 and Y13 to HE 2.3.2 Improved external recruitment into Y12 2.3.3 Develop SOGVIP and other partnership further to maximise personal learning 2.3.4 To track and monitor V1th students attendance more effectively using e-registers 2.3.5 Earlier identification of potential Oxbridge candidates 2.3.6 Early processing of UCAS documentation 2.3.7 To look at introducing language and science diplomas to support students from partner schools	2.3.1-3 SV 2.3.4/5 MBr	No	RBs	2.3.1/2 10% Improvement Jan 08 2.3.4 - Early ID of students at risk with support programme offered; intro Oxbridge aspiration days to inspire most able 2.3.6 Term 6 2.3.7 Autumn 09		2.3.3 – partnership continues, but not developed in 08/09  2.3.4 in place –impact??  2.3.5 for 09/10 and to include Russell Group students as well.  2.3.7 watching brief, plus G15 partnership
Improve academic achievement against potential	5e, 7e	2.4 A more consistent approach to the Assessment for Learning and reporting of pupils' work is developed.	2.4.1 Diagnostic marking in evidence 2.4.2 Assessments which are formative as well as summative 2.4.3 Assessment for learning practices implemented 2.4.4 To monitor the implementation of the assessment and marking policy 2.4.5 Ensure effectiveness of Report Template	JW	No	HoDs	In line with monitoring policy	Whole School INSET	All in place – but needs development. V Little evidence of progress on 08/09 in HM's frequent audits of marking. Self and Peer assessment against examiners mark schemes must be prioritised in 09/10
Meet the needs of individuals and stakeholders	3c	3.2 Review curriculum offer with reference to maximising Contextual Value Added outcomes	3.2.1 Review KS3 curriculum – consider redesign 3.2.2 Review GCSE offer - consider access to Specialised Diplomas 3.2.3 Review Post 16 curriculum - consider Pre U and IB 3.2.4 To look at expanding the curriculum by introducing language and science diplomas	3.2.1 WRS 3.2.2/3 SV	No	HoDs	3.2.1 Autumn 08 3.2.2 Autumn 07 implementation Autumn 09 3.2.3 Autumn 08 implementation Autumn 09 3.2.4 Autumn 09	Staffing neutral impact unless additional students attracted	Major focus on curriculum design and course offer in 08/09, with developments for 2010 planned and agreed. 3.2.1 Further opportunities for theme weeks under consideration. PLTS audit needs follow up in 09/10
Meet the needs of individuals and stakeholders		3.3 Display and dissemination of school and individual successes are improved	3.3.1 Further celebration of success internally - noticeboards, assemblies etc 3.3.2 Increased positive press coverage 3.3.3 School website maximised 3.3.4 To advertise all school activities so that the community is aware of the inclusive nature of extra-curricular activities	JPS/SV AHC/MBr	No	GT, HoYs, HoDs		£2Kpa for website updates	Celebration and "praise" assemblies are now a firmly established and regular feature of the school year 3.3.3 completely revamped for July 2009
Meet the needs of	4h	3.4 The Crypt School demonstrates an	3.4.1 To promote Healthy Living by enabling students to make informed choices	AHC MBr	No	HODs, HOYs, Tutors, JY,	ECM mapped across school and delivered: 2005/6		3.4.1 needs LA audit to confirm Healthy School

individuals and stakeholders		appropriate response to 'Every Child Matters' (ECM).	3.4.2 Pupils able to make responsible decisions regarding aspects of personal safety 3.4.3 To create a safe ethos in the school which reduces all forms of bullying. 3.4.4 Students able to identify learning targets that they will find challenging but enjoyable. 3.4.5 Develop student responsibilities through taking part in communal and community activities. 3.4.6 Students develop a sense of enterprise. 3.4.7 Students understand the importance of a range of workplace skills.			3.4.6 AMd	Gap analysis addressed and external agencies engaged in support Review Autumn 07		Status AHM regularly delivers SEAL based themed assemblies to KS3 – pupils often assist with these
Meet the needs of individuals and stakeholders	4h	3.5 Links with the local community are enhanced through the notion of 'An Extended School'	3.5.1 to extend learning opportunities outside school hours 3.5.2 To provide a safe environment before and after school 3.5.3 Re-establish homework club 3.5.4 To provide facilities for private study 3.5.5 Encouragement for external agencies (eg Parentline) to utilise school premises. 3.5.6 A liaison programme for students to work with primary schools. 3.5.7 Introduce Community Service as a non-games option for Y12/13 3.5.8 Increase the opportunities for KS3/4 pupils to become involved with the local community	AHC MBr	No	JP Govs SP com 3.5.6 JS	3.5 plan by summer 07 Phased implementation from Autumn 07 External agencies engaged in support	£10K additional staffing 2007/8	3.5.1 Library will open until 4.15 for students every day. AHM has established firm links with the Lighthouse Family Centre and through extended school funding has secured the services of a family support worker to support vulnerable pupils.  Extended school funding has been obtained for: a) extra hours for the school counsellor (who has a full list of weekly appointments) b) Extra equipment for the Breakfast Club  3.5.6 Languages students working in primaries 3.5.8 y10 students involved with Urban Regeneration. Opportunity for students to be more involved in G15 project on Learning in 09/10
Meet the needs of individuals and stakeholders		3.6 Extend the curriculum opportunities in Science, including technological enrichment.  Science % year	3.6.1 Expand and actively promote the junior Science club (KS3). 3.6.2 Organise sixth form students to run the Junior Science Club. 3.6.3 Introduce an after-school challenge group for KS3 pupils. 3.6.4 Introduce 'Critical Thinking' for suitable students in KS4. 3.6.5 Set up a Sixth Form Science Society. 3.6.6 Introduce 'Flying start' challenge for Y9	PS	Yes	CS	3.6.1/2/5 Sept 08  3.6.3 Sept 09  3.6.4 Sept 09	3.6.1 £500  3.6.3 £1K (staffing and caretaking costs)  3.6.4 £2K	

	<table border="1"> <tr><td><b>Club group</b></td><td></td></tr> <tr><td>2008</td><td>5</td></tr> <tr><td>2009</td><td>10</td></tr> <tr><td>2010</td><td>15</td></tr> <tr><td>2011</td><td>20</td></tr> <tr><td></td><td></td></tr> <tr><td><b>Critical thinking</b></td><td><b>No.s of pupils</b></td></tr> <tr><td>2008</td><td>5</td></tr> <tr><td>2009</td><td>8</td></tr> <tr><td>2010</td><td>10</td></tr> <tr><td>2011</td><td>15</td></tr> <tr><td></td><td></td></tr> <tr><td><b>Science Society</b></td><td><b>% of AS+A2 science students</b></td></tr> <tr><td>2008</td><td>20</td></tr> <tr><td>2009</td><td>30</td></tr> <tr><td>2010</td><td>40</td></tr> <tr><td>2011</td><td>50</td></tr> </table>	<b>Club group</b>		2008	5	2009	10	2010	15	2011	20			<b>Critical thinking</b>	<b>No.s of pupils</b>	2008	5	2009	8	2010	10	2011	15			<b>Science Society</b>	<b>% of AS+A2 science students</b>	2008	20	2009	30	2010	40	2011	50	3.6.7 Introduce 'Science Leader Award' scheme				3.6.6 Jan 08 3.6.7 Sept 09	3.6.5 £750 costs 3.6.6 £500 materials	
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Meet the needs of individuals and stakeholders	<p>3.7 Increase uptake and interest in Science-based courses, particularly post-16.</p> <table border="1"> <tr><td><b>Astronomy</b></td><td><b>No. pupils</b></td></tr> <tr><td>2008</td><td>5</td></tr> <tr><td>2009</td><td>10</td></tr> <tr><td>2010</td><td>20</td></tr> <tr><td>2011</td><td>25</td></tr> </table>	<b>Astronomy</b>	<b>No. pupils</b>	2008	5	2009	10	2010	20	2011	25	<p>3.7.1 Introduce Astronomy GCSE as an after-school activity, depending on numbers.</p> <p>3.7.2 Set up a careers day for sixth formers interested in Science.</p> <p>3.7.3 Produce a termly Science newsletter.</p> <p>3.7.4 Work with D&amp;T department to set up an engineering link.</p> <p>3.7.5 Set up a 'Science Careers' noticeboard.</p>	PS	Yes	3.7.1/2/5 CS 3.7.3 MGB 3.7.4 HoD DT	3.7.1 Sept 08 3.7.2 Spring 08 3.7.3 Summer 08 3.7.4 Sept 09	3.7.1 £5K (staffing and caretaking) 3.7.2 £2K 3.7.3 £500 3.7.4 £1K materials	3.7.1 HM decision to put on hold, to prioritise results in physics.																								
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Meet the needs of individuals and stakeholders	3.8 Extend the curriculum opportunities in MFL, including technological enrichment.	3.8.1 Introduce International Ambassador scheme for Y9/10 and Foreign Language leader awards for Y11/12 3.8.2 Offer lunchtime clubs in new languages eg Chinese 3.8.3 Invite theatre groups into school 3.8.4 Establish a pupil group to video conference with partner primary schools – in conjunction with the LA International Development Office 3.8.5 Develop a Comenius project together another dept (eg Maths) 3.8.6 Gain International schools award (already have intermediate level) 3.8.7 Offer Latin at KS4 to GCSE as an enrichment 3.8.8 Develop masterclasses in areas such as International cuisine 3.8.9 Enter pupils for national language competitions run by organizations such as the British Council 3.8.10 Implement a Gifted and Talented programme for pupils to try new languages and develop language skills 3.8.11 Develop strong links with initial specialism (science) in the form of cross-curricular days, visits and events in school 3.8.12 Develop language across the curriculum so that all subjects use some foreign language regularly in lessons 3.8.13 Expand the school MFL webpage 3.8.14 Initiate video conferencing with Suzhou school, China – to develop the school's global dimension and sustainable development agenda, and promote awareness of cultural diversity	PS	Yes	RBn	3.8.1/2 Sept 08	3.8.1 £500	3.8.5 await decision from Comenius 3.8.6 work underway, requires 12 months of activity. Gain award in 09/10??
						3.8.3 Spring 09	3.8.3 £500/visit	
						3.8.6 July 09	3.8.5 Cover £1K	
						3.8.7 Sept 08	3.8.7 £500 for materials	
						3.8.8 Spring 10	3.8.10 £1K	
						3.8.10 Sept 09	3.8.11 £500 for cover	
						3.8.13 Autumn 10	3.8.13 £1K for development costs	
						3.18.14 Summer 09		
	Meet the needs of individuals and stakeholders	3.9 Increase uptake and interest in MFL-based courses, particularly post-16.				3.9.1 Introduce twilight Spanish classes for KS3 pupils 3.9.2 Introduce Spanish at KS4 3.9.3 Develop a series of option events to promote the importance of languages eg. Hold a languages at work day 3.9.4 Investigate alternative applied MFL courses – eg I.B. and NVQ business languages & asset languages 3.9.5 Develop links with Gloucester University language department so their students can mentor ours (Erasmus project) 3.9.6 Offer A level courses with a full time allocation of 10 hours per language 3.9.7 Use current KS5 pupils to lead sessions on what is involved in learning at KS5 for Y 10/11 pupils 3.9.8 Use KS4 pupils to demonstrate lessons to KS3 3.9.9 Investigate curriculum redesign so that KS3 MFL lessons are more frequent but shorter 3.9.10 Investigate the introduction of vocational course at KS5 – to include, for example, Business Mandarin or Japanese 3.9.11 Offer Mandarin taster sessions for partner secondary schools – Severn Vale, Barnwood Park.	PS	
			3.9.2 Sept 10	3.9.2 £4K/year				
			3.9.3 Spring 09	3.9.6 £8K/year				
			3.9.5 Summer 09					
			3.9.6 Sept 09					
			3.9.7/8 Spring 09					
			3.9.9 Sept 10					
			3.9.10 Easter 10					
			3.9.11 Nov 08					

		<table border="1"> <thead> <tr> <th colspan="2">Dual</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>5</td> </tr> <tr> <td>2009</td> <td>10</td> </tr> <tr> <td>2010</td> <td>15</td> </tr> <tr> <td>2011</td> <td>17</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>GCSE Spanish</th> <th>No.s</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>10</td> </tr> <tr> <td>2010</td> <td>15</td> </tr> <tr> <td>2011</td> <td>20</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Post 16 Language uptake</th> <th>No.s</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>8</td> </tr> <tr> <td>2009</td> <td>12</td> </tr> <tr> <td>2010</td> <td>16</td> </tr> <tr> <td>2011</td> <td>20</td> </tr> </tbody> </table>	Dual		2008	5	2009	10	2010	15	2011	17	GCSE Spanish	No.s	2009	10	2010	15	2011	20	Post 16 Language uptake	No.s	2008	8	2009	12	2010	16	2011	20						
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Meet the needs of individuals and stakeholders	1d	3.11 Further develop the House system to enable wider opportunities for student leadership	3.11.1 Increase opportunities for senior prefects to hold posts of responsibility within house system 3.11.2 Expand opportunities for Y11/12 students to develop leadership skills under direction of senior leaders 3.11.3 All students to expand participation in inter-house competitions	MBr	No	RB			3.11.1 First student elections for position of House captain have been held. 3.11.2 expanded prefect roles, and House system opportunities 3.11.3 wider range of competitions planned for 09/10																											
Meet the needs of individuals and stakeholders		3.12 Improve communication with Parents	3.11.1 Headmaster to attend all parents' evenings 3.11.2 Introduction of Headmaster Open Door sessions	JPS	No				3.11.2 for 09/10 scheduled "surgery" sessions for parents to see HM, without appointment to be introduced.																											
Meet the needs of individuals and stakeholders	2b	3.13 Investigate causes for issues raised by parents in KR survey	3.12.1 Review the Learning to Learn programme 3.12.2 Review e-learning scheme 3.12.3 Investigate underperformance in certain departments 3.12.4 Investigate quality of career advice	3.12.1 SV 3.12.2 PS 3.12.3 SV 3.12.4 MBr	No				3.12.4 IAG audit has taken place – outcomes / actions???																											
Meet the needs of individuals	2b	3.14 Investigate the introduction of further courses	3.13.1 Cookery at KS3/4 3.13.2 Photography and Performance Studies in KS5	3.13.1 WRS 3.13.2 MBr	No																															

and stakeholders																																																			
Meet the needs of individuals and stakeholders	<p>3.15 To provide high quality learning experiences in Science in partner primary schools</p> <table border="1"> <thead> <tr> <th>Primary pupil visiting</th> <th>No.s</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>75</td> </tr> <tr> <td>2009</td> <td>100</td> </tr> <tr> <td>2010</td> <td>150</td> </tr> <tr> <td>2011</td> <td>200</td> </tr> <tr> <th colspan="2">Masterclasses</th> </tr> <tr> <td>2009</td> <td>5</td> </tr> <tr> <td>2010</td> <td>10</td> </tr> <tr> <td>2011</td> <td>15</td> </tr> <tr> <th>website access</th> <th>students using web based resources</th> </tr> <tr> <td>2009</td> <td>50</td> </tr> <tr> <td>2010</td> <td>100</td> </tr> <tr> <td>2011</td> <td>150</td> </tr> <tr> <th>Competition</th> <th>No.s</th> </tr> <tr> <td>2009</td> <td>50</td> </tr> <tr> <td>2010</td> <td>100</td> </tr> <tr> <td>2011</td> <td>150</td> </tr> <tr> <th>Theatre</th> <th>Production</th> </tr> <tr> <td>2008</td> <td>1</td> </tr> <tr> <td>2009</td> <td>1</td> </tr> <tr> <td>2010</td> <td>2</td> </tr> <tr> <td>2011</td> <td>3</td> </tr> </tbody> </table>	Primary pupil visiting	No.s	2008	75	2009	100	2010	150	2011	200	Masterclasses		2009	5	2010	10	2011	15	website access	students using web based resources	2009	50	2010	100	2011	150	Competition	No.s	2009	50	2010	100	2011	150	Theatre	Production	2008	1	2009	1	2010	2	2011	3	<p>3.15.1 Continue and extend visits to Crypt labs by primary pupils to develop their investigative skills</p> <p>3.15.2 Expand range of practical equipment that is available for booking</p> <p>3.15.3 Crypt staff to provide masterclasses in primary school to support teachers</p> <p>3.15.4 Crypt to provide support for the development of teaching of Science within primary school</p> <p>3.15.5 Development of Crypt website for primary pupil access to e-resources (eg Crocodile clips)</p> <p>3.15.6 Host competitions for local pupils</p> <p>3.15.7 Develop links between Crypt and primaries via video-conferencing technology</p> <p>3.15.8 Develop bridging activities for KS2/3 – ‘Science passport’</p> <p>3.15.9 Theatre productions hosted at Crypt</p> <p>3.15.10 Expand number of partner primary schools, in conjunction with Languages specialism</p>	PS	Yes	AMC (PL) CS	<p>3.15.1/2 ongoing</p> <p>3.15.3 Termly, from Sept 2008</p> <p>3.15.4 When requested</p> <p>3.15.5 Summer 08</p> <p>3.15.6 Summer 08</p> <p>3.15.7 Sept 08</p> <p>3.15.8 Planned 08, implemented 09</p> <p>3.15.9 2009</p> <p>3.15.10 Oct 08 – Mar 09</p>	<p>3.15.1 £5K (transport)</p> <p>3.15.2 £10K</p> <p>3.15.3 £2K (cover)</p> <p>3.15.5 £5K</p> <p>3.15.6 £5K</p> <p>3.15.8 £2K</p>
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2010	2																																																		
2011	3																																																		
Meet the needs of individuals and stakeholders	<p>3.16 To provide high quality learning experiences in Science in partner secondary schools</p>	<p>3.16.1 Provide support at GCSE for separate sciences at KS4 so that L6+ pupils’ entitlement to study separate science is possible</p> <p>3.16.2 Offer access to Astronomy GCSE to increase interest in science and broaden their curriculum</p> <p>3.16.3 Investigate the introduction of compacted KS3 curriculum</p> <p>3.16.4 Support for the introduction use of AfL (eg objective led lessons) in Science</p>	PS	Yes		<p>3.16.1/4 Sept 08</p> <p>3.16.2/3 Sept 09</p> <p>3.16.5 ongoing</p>	<p>3.16.1 £4K for extra staffing</p> <p>3.16.2 £1K</p> <p>3.16.4 £1K for cover</p>																																												

			3.16.5 Continue to offer A level sciences within SOGVIP partnership														
Meet the needs of individuals and stakeholders	3.17 To provide high quality learning experiences in MFL in partner schools	<table border="1"> <thead> <tr> <th>Showcase</th> <th>/year</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>1</td> </tr> <tr> <td>2010</td> <td>2</td> </tr> <tr> <td>2011</td> <td>3</td> </tr> </tbody> </table>	Showcase	/year	2009	1	2010	2	2011	3	<p>3.17.1 Second specialism expands links with secondary schools - liaison programme to include Severn Vale &amp; Barnwood Park schools to MFL events eg invite pupils to options events hosted by Crypt or theatre groups</p> <p>3.17.2 Initiate a combined schools "showcase" of song, drama</p> <p>3.17.3 Hold master classes for gifted and Talented pupils from partner schools to try new languages</p> <p>3.17.4 Invite partner staff to curriculum development days sharing good practice</p> <p>3.17.5 Establish annual primary MFL festival and Y6 taster days of new languages, (involve KS5 with this)</p> <p>3.17.6 Share expertise and resources with local primaries by running INSET sessions to share good practice</p> <p>3.17.7 Use teachers to work with partner primaries to increase pupils' access to fluent speakers – in conjunction with the LEA MFL team</p> <p>3.17.8 To support language learning in GCSE level German in neighbouring 11-18 comprehensive school</p> <p>3.17.9 Sharing of e-learning resources</p> <p>3.17.10 Targeted Inset for teachers of GCSE German in partner comprehensive by an AST</p> <p>3.17.11 Lesson observation of GCSE lessons by partner comprehensive teachers</p> <p>3.17.12 Students of GCSE German and French in partner schools invited to joint events</p> <p>3.17.13 Development of GCSE German and French e-learning resources to be shared with partner school</p> <p>3.17.14 Provide CPD opportunities in twilight sessions to improve and update primary teachers' language skills in French</p> <p>3.17.15 Develop materials with the teachers for their use at other times in the week.</p> <p>3.17.16 Maintain above and provide CPD opportunities in Spanish</p> <p>3.17.17 Run Spanish classes in the schools</p> <p>3.17.18 Set up family learning classes on Saturday mornings in French and Spanish for parents and primary school children from the local community</p> <p>3.17.19 Acknowledge learning at KS2 with yearly event celebrating their progress</p> <p>3.17.20 Maintain all of the above and make school Intranet language learning materials available for the family of schools</p> <p>3.17.21 Provide targeted Inset once per term for primary teachers to meet together to discuss methodology and develop planning</p> <p>3.17.22 Develop materials for web-based learning for primary and community use</p> <p>3.17.23 Use second specialism to expand number of partner primary schools – to include areas of rural deprivation, e.g</p>	PS	Yes	RBn	3.17.2 Spring 09 3.17.3/5/7 Sept 2009	3.17.3 £2K for cover 3.17.4 £2K for cover 3.17.5/6 £5K for transport	
			Showcase	/year													
2009	1																
2010	2																
2011	3																
				3.17.23 JPS													

			Yorkley																														
Meet the needs of individuals and stakeholders		<p>3.18 To provide high quality learning experiences through Science for members of and groups within our local community</p> <table border="1"> <thead> <tr> <th>First Aid</th> <th>No.s Businesses</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>5</td> </tr> <tr> <td>2010</td> <td>7</td> </tr> <tr> <td>2011</td> <td>10</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Scout</th> <th>No.s</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>10</td> </tr> <tr> <td>2010</td> <td>20</td> </tr> <tr> <td>2011</td> <td>30</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Environ Day</th> <th>attendees</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>50</td> </tr> <tr> <td>2010</td> <td>70</td> </tr> <tr> <td>2011</td> <td>100</td> </tr> </tbody> </table>	First Aid	No.s Businesses	2009	5	2010	7	2011	10	Scout	No.s	2009	10	2010	20	2011	30	Environ Day	attendees	2009	50	2010	70	2011	100	<p>3.18.1 Offer basic first aid training to local businesses through St John.  3.18.2 Develop links with local scout group organisations for them to use lab space for working towards their Science badge  3.18.3 In conjunction with the local fitness centre, investigate hosting 'Healthy eating/lifestyle' course to raise local community's awareness of lifestyle issues.  3.18.4 Host an annual 'environmental' day for local community (eg flooding and water management) to increase knowledge of environmental issues.  3.18.5 Develop partnership with local business (GE Aviation.) Crypt students access to GE engineering apprenticeship scheme at 18/19. GE run "challenge" competition for Crypt students.  3.18.6 Maintain existing links with Bristol University Chem Labs.</p>	PS	Yes		<p>3.18.1 Spring 09  3.18. 2-4 Summer 09</p>	<p>3.18.1 £2K for courses  3.18.2 £500 resources  3.18.4 £1K</p>	<p>3.18.1 remove  3.18.2 – 3.18.4 remain laudable objectives, but resources are not available currently to enable delivery.</p>
First Aid	No.s Businesses																																
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Meet the needs of individuals and stakeholders		<p>3.19 To provide high quality learning experiences through MFL for members of and groups within our local community</p> <table border="1"> <thead> <tr> <th>Evening classes</th> <th>Attendance</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>10</td> </tr> <tr> <td>2010</td> <td>20</td> </tr> <tr> <td>2011</td> <td>30</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Parents' evening</th> <th>Attendance</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>15</td> </tr> <tr> <td>2010</td> <td>30</td> </tr> <tr> <td>2011</td> <td>40</td> </tr> </tbody> </table>	Evening classes	Attendance	2009	10	2010	20	2011	30	Parents' evening	Attendance	2009	15	2010	30	2011	40	<p>3.19.1 Invite local businesses to work with our pupils sharing their knowledge of the business world with the need for languages.  3.19.2 Investigate possibility of local business offering weekly work experience for KS5 pupils studying a foreign language  3.19.3 Provide evening classes in Spanish and holiday French  3.19.4 Develop a tri-lingual publication about The Crypt to be published twice/year  3.19.5 Work with the University of Gloucestershire to offer teacher training placements  3.19.6 Instigate a special parents' evening to try some new languages and to see how their children learn  3.19.7 Establish a culture amongst staff at Crypt to join language classes  3.19.8 Produce a booklet for parents "How to succeed in MFL"  3.19.9 Provide evening sessions for adult language learning in French, German and Spanish at two levels. Minimum of 10 adults achieve levels 1 or 2 in relevant language  3.19.10 Maintain above and provide sessions in Italian.  3.19.11 Maintain all of the above and expand number of language sessions after audit of needs and interests  3.19.12 Identify and prepare suitable classrooms for adult evening sessions</p>	PS	Yes		<p>3.19.1/3 Sept 09  3.19.4/5 Sept 08</p>	<p>3.19.2 £500 for transport  3.19.3 2x£2K (inc caretaking)  3.19.4 £500 costs  3.19.6 £2K  3.19.7 £1K caretaking costs  3.19.8 £500 cover</p>	<p>3.19.1 GCHO  3.19.5 actively being considered for 09/10  3.19.6 AST assessment awaited for member of staff (requires external verification.)</p>								
Evening classes	Attendance																																
2009	10																																
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Parents' evening	Attendance																																
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			<p>3.19.13 Appoint an assistant for administration</p> <p>3.19.14 Develop library of resources for adult classes</p> <p>3.19.15 Deliver Inset to teachers of adult classes in the use of ICT facilities</p> <p>3.19.16 Use an AST to assure quality of provision</p> <p>3.19.17 Monitor and audit to determine future needs of the adult language learning community to ensure growth of project</p>						
Building specialist school of the future		4.1 A Premises Development Plan (PDP) is prepared with a 3 year rolling implementation plan which meets the major environmental building and infrastructural needs of the school.	<p>4.1.1 PDP shows needs analysis and solutions options.</p> <p>4.1.2 Funding sources indentified and recruited</p>	JPS	No	JP, Govs AM Com	Spring 2006. Phase 1 2006/7, Phase 2 2007/8	3K Consultancy, Phase 1 - £1.3M, Phase 2 - £800K	Consideration of LA PDP in 09/10
Building specialist school of the future		4.2 Sports facilities at the school are enhanced through private-public partnership.	<p>4.2.1 Establishment of high quality Astroturf facility.</p> <p>4.2.2 Completion of the sports Hall project through provision of changing/pavilion.</p>	JPS	No	PS, JP, Govs AM Com	2006/7	£1.2M Investment	4.2.1 plenty of work, but has not come to fruition. 4.2.2 needs funding!
Building specialist school of the future	1d	4.3 The School achieves re-designation as a Science Specialist School in 2008	<p>4.3.1 Realisation of community Aspects of bid.</p> <p>4.3.2 Achievement of science academic targets</p> <p>4.3.3 Establishment of Science as lead department in school</p> <p>4.3.4 To achieve new generation 'Sports Mark' recognition</p>	4.3.1-4/5 PS, 4.3.4 SV	Yes	4.3.2/3 CS	Review summer 2007, 4.3.4 summer 2008	4.3.1 £30K, 4.3.2/3 £10K, 4.3.4 £2K	
Building specialist school of the future	3c	4.4 The school can be recognised as an e-confident community through increased use of ICT for learning, communication and assessment	<p>4.4.1 to develop our VLE Kaleidos</p> <p>4.4.2 Any time, any place learning</p> <p>4.4.3 Greater staff confidence in efficient use of internal e-mail &amp; intranet</p> <p>4.4.4 Complete wireless network</p> <p>4.4.5 Achieve NAACE mark</p> <p>4.4.6 Continue upgrading of IT resources</p> <p>4.4.7 Introduce 'DEEP Afl'</p> <p>4.4.8 Investigate and implement e-mentoring in Science and MFL</p>	PS	Yes	4.4.1-5 GT,	<p>4.4.1 Summer 2007</p> <p>4.4.2 Sept 2008 – Y8,</p> <p>4.4.3 Sept 2007 audit of skills to identify further training needs,</p> <p>4.4.4 Summer 2008,</p> <p>4.4.5 Sept 2009 Depts to have IT opportunities in SoW, Spring 2008</p> <p>4.4.6 Sept 2008 investigate, implement application,</p> <p>4.4.7 Trialled in Science 2008, implemented across KS3 2009</p> <p>4.4.8 Sept 2008 investigate, implement in Science/MFL Sept 2009</p>	<p>4.4.1 £3K,</p> <p>4.4.2 Establish own E-Learning Foundation,</p> <p>4.4.3 £2K,</p> <p>4.4.4 £6K,</p> <p>4.4.6 £30K/annum</p> <p>4.4.7 Eunknown</p>	

Building a Specialist school of the future		4.5 Continue monitoring and evaluation of Phase 2 of Specialist Science college	4.5.1 Continue termly meetings of Science College Management Group (SCMG) 4.5.2 Continue to publish reports for Governors and Parents 4.5.3 original sponsors of Specialist status to remain as members of SCMG 4.5.4 Encourage local businesses to join SCMG	PS	Yes		On-going	None	
Building a Specialist school of the future		4.6 Monitoring and evaluate of Phase 1 of Specialist MFL college	4.6.1 Initiate termly meetings of Language College Management Group (LCMG) 4.6.2 Publish termly reports for Governors and Parents 4.6.4 Encourage local businesses to join LCMG	PS	Yes				
Building a Specialist school of the future	5e	4.78Construction of the new LRC		JPS	No	SV		£1.25 Million	

Annexe 1: Science College Targets 2007 - 2010

Year prior to award of specialist status

Year prior to award of specialist status

Year	L5 Target	Result	L6 Target	Result	L7 Target	Result
2002	n/a	92	n/a	69	n/a	26
2007	100	100	95	95	9	76
2008	100	99	96	94	60	48
2009	100		97		65	
2010	100		98		70	

KS 4

Biology

Chemistry

Physics

Year	%A-C Target	Result	%A*-B Target	Result	%A*/A Target	Result	%A-C Target	Result	%A*-B Target	Result	%A*/A Target	Result	%A-C Target	Result	%A*-B Target	Result	%A*/A Target	Result
2002	n/a	94	n/a	65	n/a	n/a	n/a	69	n/a	19	n/a	n/a	n/a	85	n/a	42	n/a	n/a
2007	98	98	68	78	n/a	n/a	95	98	50	50	n/a	n/a	96	90	66	60	n/a	n/a
2008	100	100	80	87	n/a	33	100	100	55	76	n/a	43	95	90	70	58	n/a	21
2009	100		82		40		100		60		40		97		75		40	
2010	100		85				100		65				100		80			

KS 5

Biology

Chemistry

Physics

Year	%A-E Target	Result	%A*-B Target	Result	%A-E Target	Result	%A*-B Target	Result	%A-E Target	Result	%A*-B Target	Result
2002	n/a	100	n/a	33	n/a	100	n/a	100	n/a	100	n/a	44
2007	100	100	55	40	100	86	58	29	100	100	58	89
2008	100	100	45	14	100	100	35	14	100	100	55	38
2009	100		50		100		40		100		65	
2010	100		55		100		45		100		70	

Green results – Phase 1 target met or exceeded

Annex 2: Language College Targets 2008 - 2010

Annexe 2: Language College Targets 2008 – 2010

Year	French						German					
	L5 Target	Result	L6 Target	Result	L7 Target	Result	L5 Target	Result	L6 Target	Result	L7 Target	Result
2007		92		68		32		96		74		31
2008	94	96	70	84	35	12	97	98	76	84	35	13
2009	97		75		40		99		78		40	
2010	100		80		45		100		82		45	

Year	French						German					
	%A-C Target	Result	%A*-B Target	Result	%A*/A Target	Result	%A-C Target	Result	%A*-B Target	Result	%A*/A Target	Result
2007	n/a	88	n/a	60	n/a	n/a	n/a	92	n/a	61	n/a	n/a
2008	90	93	70	50	n/a	31	91	94	55*	62	n/a	18
2009	93		75				93		65			
2010	95		80				95		75			

Year	French				German			
	%A-E Target	Result	%A-B Target	Result	%A-E Target	Result	%A-B Target	Result
2007						100		0
2008	-	-	-	-	100	100	33	0
2009	100		40		100		40	
2010	100		45		100		45	

Lower target due to lower ability pupils in this cohort

Annexe 3: Crypt Whole School Targets for 2008 – 2010

Target Area	Year		
	2008	2009	2010
	Target / Actual	Target	Target
Pupils achieving A* - G including English and Maths	99.5 / 100	99	99
Pupils achieving 5+ A* - C	98 / 99	95	97
Pupils achieving 5+ A* - C, including English and Maths	92 / 98	92	91
Average points score at GCSE (uncapped)	420 / 491	500	504

Targets based on FFT "D" estimates

2011 targets to be set once data available

Annexe 4: Specialist Partner schools

- Beaufort Community School (11-18 mixed comprehensive), Gloucester - Science
- SOGVIP - South of Gloucester VI Form Partnership [Crypt + Beaufort + Central Technology College (11-18 Boys Comprehensive) + Ribston Hall School (11-18 Girls Grammar)]
- Severn Vale School (11 – 16 mixed comprehensive), Gloucester – MFL work
- Barnwood Park School (11 – 16 Girls' comprehensive), Gloucester – MFL work
- The Heron Primary School, Gloucester
- Tredworth Primary School Gloucester (Science only)
- Grange Junior School, Gloucester
- Hempstead C. of E. Primary School, Gloucester (Science only)
- Widden Primary School
- Yorkley Primary School – Science and Languages (joined Nov 2008)
- Local Primary MFL partnership school group – LA International Development Office links
- G15 – 14 Gloucester City Secondary Schools and Glos Coll.

**Mechanisms to be used to evaluate progress e.g. observation of lessons by HoDs.**

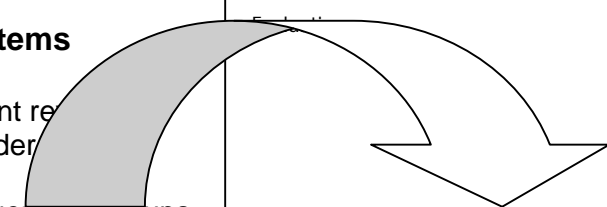
[Numbers relate *Mechanisms with Reporting systems*]

1. Performance Management – lesson observations by Team Leaders, individual and group targets
2. Termly (summary)/Annual (detailed) progress report from Science College Director
3. Analysis from Assistant Head – Pupil Development which compares pupil

Annexe 5: Monitoring and

**Evaluation & Reporting systems**

1. Performance Management reports meetings with Team Leader
2. Specialist College Management Groups (Science and MFL) Progress Reviews – termly. Groups to include:
  - Headmaster
  - Assistant Headteacher – Director of Specialist College
  - Head of Science or MFL
  - Nominated Governor
  - Representatives from Primary partners



Progress Review Spring 2009

