

**PORTSLADE COMMUNITY SCHOOL
RAISING ATTAINMENT PLAN (RAP) 2009-2010**

Position Statement

Key Results and Targets						
Range	2008 Results (%/178)		2009 Targets (%/180)		2010 Targets (%/177)	
% 5+ A*-C inc En & Ma	29%	52	33% (36*)	60 (65*)	33% (40^)	59 (71^)
% 5+ A-C	40%	71	48%	87	47%	83
% A*-C English	40%	71	47%	85	50%	81
% A*-C Maths	38%	67	41%	74	46%	81
% 2+ Levels Progress En	32%	57	25%	45	40%	71
% 2+ Levels Progress Ma	12%	21	50%	90	20%	35
At least 1 Entry Level Qual	95%	169	99%	178	100%	177

*Stretch target in line with FFT D ^Stretch target in line with FFT D + School Improvement Impact

Priorities
<p>Based on a Contextual Value Added (CVA) score of 951.0, year 11 students in 2008 achieved on average one grade lower in each of their best eight GCSE subjects than in a school with a score of 1000. For the same students 40% achieved 5 or more A*-C passes at GCSE; a figure that drops to 29% when English and Maths is included, and 5%, or 9 students, achieved no qualifications at all. In response to this situation the College has adopted a set of priorities designed to achieve a continuum of improvements ranging from the student level, through teaching, classroom and departmental stages, to leadership capacity and a whole school performance strategy. The priorities are as follows:</p> <p>A. Including English and Maths – Enhance student level interventions to ensure that at least 70%, or 61 of the 87 learners predicted to gain 5+ A*-C in 2009, also gain an A*-C pass in English and Maths.</p> <p>B. At Least One Qualification – Improve the quality of student support to guarantee that at least 99%, or 178 of the 180 learners completing year 11 in 2009, achieve at least 1 entry level qualification.</p> <p>C. Assessment For Learning – Establish consistent teaching and assessment arrangements in all departments, capable of providing expert guidance to individual learners alongside the regular production of reliable whole school attainment data.</p> <p>D. Leadership For Learning – Develop leadership capacity across the College that supports robust and informed accountability at all levels, in conjunction with the implementation of a range of targeted improvement strategies.</p> <p>E. Culture For Learning – Formulate a clear set of values and beliefs to ensure that the College's curriculum reflects a commitment to students' social, emotional and spiritual growth, supports their emerging independence and contributes to a deeper and more profound educational experience.</p> <p>F. Performance Management – Embed a culture of performance review and continuous professional development for all staff that links personal objectives directly to school improvement (RAP) priorities and activities.</p>

Support and Resources		
Description	Income	Expenditure
National Challenge Grant	£161,000	
National Challenge Adviser x 20 days		£18,000
Additional Assistant Principal (Assessment For Learning)		£50,000
Additional Learning Support across English, Maths & Science		£81,000
ICT Review		£10,000
Additional LA Consultant Support (Maths)		£2,000
		£161,000.00

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Detailed Summary

Priority	Activity	Lead	Timescale
Including English and Maths			
A. Enhance student level interventions to ensure that at least 70%, or 61 of the 87 learners predicted to gain 5+ A*-C in 2009, also gain an A*-C pass in English and Maths.	1. Student Profile: Using SIMS data and Venn analysis, have in place a rolling programme of progress checks profiling named year 11 students in accordance with predicted English, Maths and 5+, GCSE A*-C passes.	SST	March 2009
	2. Student Mentoring: Establish a programme of personalised guidance and support targeted at raising aspirations and resolving shortfalls in learning and coursework.	JND	March 2009
	3. Intervention Menu: Devise and make available to mentors a range of fully resourced student level strategies proven to work in resolving shortfalls in learning and coursework production.	JND	March 2009
At Least One Qualification			
B. Improve the quality of student support to guarantee that at least 99%, or 178 of the 180 learners completing year 11 in 2009, achieve at least 1 entry level qualification.	4. Curriculum Support: Develop and implement a range of class-based interventions for students with special educational needs designed to keep vulnerable learners 'on course'.	MDN	April 2009
	5. Learning Support Unit: Establish a facility capable of securing agreed learning outcomes for up to 20 students at risk of leaving school with no qualifications.	MDN	April 2009
	6. Outsourcing: Create stronger links with alternative providers across the city to ensure greater access to a range of personalised learning and accreditation opportunities.	MWY	June 2009
Assessment For Learning			
C. Establish consistent teaching and assessment arrangements in all departments, capable of providing expert guidance to individual learners alongside the regular production of reliable whole school attainment data.	7. Departmental Assessments: Review and build on existing assessment arrangements so departments are able to produce regular and reliable forecast data down to an individual student level.	SST	June 2009
	8. Targeted Observations: Establish a programme of observations and support focussed on class based AFL strategies designed to inform on individual learner expectations and diagnostic target setting.	SGM	June 2009
Leadership For Learning			
D. Develop leadership capacity across the College that supports robust and informed accountability at all levels, in conjunction with the implementation of a range of targeted improvement strategies.	9. Coaching: Embed a culture of solution focussed and appreciative inquiry that enables leaders at all levels to build the capacity of colleagues in a safe and effective manner.	MWY	May 2009
	10. Accountability Trails: Review and update the College's staffing structure to reflect the need for stronger management systems underpinned by accurately defined roles and clear lines of accountability.	GBY	September 2009

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Culture For Learning			
E. Formulate a clear set of values and beliefs to ensure that the College's curriculum reflects a commitment to students' social, emotional and spiritual growth, supports their emerging independence and contributes to a deeper and more profound educational experience.	11. Ready For Learning: Undertake a review of strategies, interventions and consequences linked to student behaviour, in order to build independence and secure the social, emotional and spiritual growth of all learners.	MDN	May 2009
	12. Framework For Learning: Establish a revised curriculum that supports learners in broadening their understanding of life beyond the College and equips them with the key skills to participate in further education, employment and training.	GBY	September 2009
	13. Values and Beliefs: Centred on the views of all stakeholders; formulate a clear set of values and beliefs that underpin the rights, responsibilities and expectations of all members of the College community.	SGM	April 2009
Performance Management			
F. Embed a culture of performance review and continuous professional development for all staff that links personal objectives directly to school improvement (RAP) priorities and activities.	14. Policy Review: Carry out a review of the current performance management policy with a view to revising documentation to reflect the need for clear links with the school improvement plan/RAP.	GSL	April 2009
	15. Substantial and Sustained: Ensure that 'reviewers' have a clear understanding of performance processes that support colleagues' substantial and sustained improvement through a range of targeted professional development opportunities.	GSL	June 2009

Timescales

Activity	Lead	March 2009	April 2009	May 2009	June 2009	Sept 2009	Dec 2009	Jan 2010
1. Student Profile	SST							
2. Student Mentoring	JND							
3. Intervention Menu	JND							
4. Curriculum Support	MDN							
5. Learning Support Unit	MDN							
6. Outsourcing	MWY							
7. Departmental Assessments	SST							
8. Targeted Observations	SGM							
9. Coaching	MWY							
10. Accountability Trails	GBY							
11. Ready For Learning	MDN							
12. Framework For Learning	GBY							
13. Values and Beliefs	SGM							
14. Policy Review	GSL							
15. Substantial and Sustained	GSL							