

School Growth Plan 2016-19

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Context:

The 2014-16 Growth Plan was successfully delivered despite the significant reduction in funding / capacity as a consequence of government spending policies since 2010. During this period the school has transformed its curriculum model in response to massive changes in accreditation and accountability measurements. We have restructured every area of the school and become more efficient and effective in delivering the provision offered to our students; this is evidenced in 2015 by the school being recognised as one of the top 100 state schools in English Baccalaureate achievement. In addition the school was placed in the top 2% of schools in terms of adding value between Key Stage 2 and Key Stage 4.

The 2016-19 Growth Plan will seek to consolidate the above success. However, we anticipate continued austerity and funding cuts as a function of the re-modelled national funding formula. This brings significant risk, in that it is becoming increasingly difficult to find savings and cost centre reductions that will not impact directly upon the quality of provision offered to our students.

A further risk related to provision will come from the school moving towards academy status, in line with government policy and the determination of the Church to protect Catholic education. Time and resources will be diverted away from our relentless focus upon continued improvement as we comply with the requirements involved in joining an Academy Trust.

The June 2016 decision to exit the European Union is likely to impact upon the school and wider West London community – as migration from Eastern Europe slows and may even reverse.

The overall aim of this Growth Plan will be to consolidate the progress made through 2013-16, reflected in 2015 outcomes – particularly in a context of political and economic uncertainty. There are two main objectives in the 2016-19 Growth Plan. The first will be to work with the Diocese to ensure a successful transition to academy status. The second is to successfully incorporate the significant curriculum and accreditation changes in each of Key Stages 3, 4 and 5, as GCSE and A level examinations become increasingly rigorous. The meeting of Growth Plan objectives will be supported by a reasonable financial position. The school was able to present a balanced budget for 2016-17 by making astute savings and cuts to a number of cost centres. The healthy carry forward figure will provide some protection against further cuts, likely to result from the new National Funding Formula.

The Cardinal Wiseman Catholic School will begin the 2016-17 academic year in rude health. The quality of teaching at the school is reflected in last year's outstanding Year 11 progress from Year 7 (top 2% nationally) and as indicated above, we have been prudent and astute in securing our finances. Our young people will continue to benefit from living in London and opportunities in finance, commerce, fashion, the media, the Arts, hospitality, food technology, education, construction, music and many others. The planning around key intents in continuing to improve provision, that will allow our students to take advantage of the above, is set out in the following pages.

School Growth Plan 2016-19

Proposed Key Intents

- Intent 1 Continue the development of the School's Catholic ethos to nurture the gifts/faith of each student.
- Intent 2 Translate significant changes in the curriculum and accreditation, into provision that enables every student to experience a broad, balanced, challenging and appropriate learning experience.
- Intent 3 Ensure that consistent high quality teaching and support/intervention results in students' making good and outstanding progress.
- Intent 4 Continue improving access and removing barriers to academic and social progress for all students, particularly those with learning needs and from disadvantaged backgrounds.
- Intent 5 Ensure all resources and capacity are utilised efficiently to enhance the learning environment and support student progress.
- Intent 6 Strengthen links within the local community through collaborative projects and opening up facilities (to ensure that the school avoids segregation within that community)
- Intent 7 Plan and prepare for the school's move to academy status.

Key Intent

1. Continue the development of the School's Catholic ethos to nurture the gifts/faith of each student.

- The School motto “All things for Christ” (Education for All = Achievement for All) is the foundation of all activity within the school community.

All things for Christ – our mission is undertaken through the teachings and example of Jesus Christ.

Education for All – is undertaken in an inclusive Catholic community whose membership fully reflects the diversity of our great city. It demands that our inclusion work ensures that no student is left behind or alone as they grown towards adulthood.

Achievement for All – is undertaken to drive each student to fulfil their potential in and out of the classroom to improve their life chances and quality of life.

- All staff will support the development of our student's faith life, in collaboration with governors, families, local parishes, the Diocese and the students themselves. This work will be evident through prayer, liturgy, retreats, reflection and charity. It will be reflected in the relationship between staff and students. It will underpin activity in each of the key intents that follow.

Target – maintain ‘outstanding’ grade awarded in 2014 Section 48 Inspection.

- contribute towards an ‘outstanding’ judgement in the next Ofsted inspection.

Intent 1 – Continue the development of the School’s Catholic ethos to nurture the gifts/faith of each student.

Cost centre Gov Comm	Target	Actions	Base for monitor/ Review of impact and further actions	i/c – Date
Chaplaincy cost centre RC Life	Ensure all staff understand the distinctive nature of Catholic schools.	- Deliver refresher training following 2016 staff retreat.	- Staff voice questionnaire	NCD May 2017
CPD cost centre RC Life	All staff/students given opportunities for retreat events.	- Liaise with SLT Curriculum Team re: dates. - Ensure high quality experience delivered (e.g external guest speakers)	- As above. - Events in school calendar	NCD July 2017
CDP cost centre RC Life	Continue to procure/create art work to enhance the school’s ethos.	- Find appropriate spaces to display works. - Negotiate with Head/Govs re: costs from surplus.	- Large crucifix at front of school. - Stations of the Cross space located and artwork in place.	Head/NCD July 2017
Support staff cost centre RC Life	Ensure Chaplaincy cover for maternity leave 2016-17	- Advertise the post widely through national/local channels.	- Appointment in place prior to maternity leave.	Head/NCD January 2017
Chaplaincy cost centre RC Life	Full programme of assemblies, liturgies and sacraments in place.	- Calendar date as appropriate. - Ensure staff/student support team in place.	- Student/staff voice confirms value of programme.	NCD July 2017
Possible agency cost requirement RC Life	Establish link with school in a developing country in line with Catholic mission / SMSC commitment	- Chaplaincy/MFL proposal to Gov. Body. - Set up money raising events. - Arrange staff visit to monitor impact of support and reinforce relationship. - Ensure student understanding and engagement through assemblies.	- Report on fund raising and initial visit to Governors March 2017. - Meet with stakeholders to plan future support. - - Student voice activity in tutor groups to measure their understanding of social justice in action.	NCD/MFL Team January 2017

Intent 1 – Continue the development of the School’s Catholic ethos to nurture the gifts/faith of each student.

CPD cost centre RC Life	Ensure curriculum leaders fully understand/deliver the distinctive nature of SMSC at Cardinal Wiseman.	<ul style="list-style-type: none"> - All curriculum leaders to attend CPD delivered by Chaplain, Autumn Term. - Ensure SMSC clearly identified in schemes of work and lesson plans/lesson observations. 	<ul style="list-style-type: none"> - All curriculum leaders attend training. - Review of schemes of work. - Evidence from learning walks. 	NCD July 2017
RE cost centre RC Life	Ensure student understanding of the work of Cardinal Wiseman and the Jesuit spirituality of Pope Francis.	<ul style="list-style-type: none"> - Use of ‘Year of Faith’ to promote awareness and understanding through RE lesson, assemblies. - Use of RE module Year 7 to raise awareness of the work of Cardinal Wiseman. - Year 11 meditation sessions introducing students to Ignatian spirituality. 	<ul style="list-style-type: none"> - Tutor group quiz to gauge level of understanding. 	NCD/RE Team July 2017
Family funded/Pupil Premium RC Life	Repeat successful 2016 Year 8 Pilgrimage to Lourdes.	<ul style="list-style-type: none"> - Ensure trip appropriately planned through RE Team. - Ensure inclusive student participation. 	<ul style="list-style-type: none"> - Student / Parent feedback 	NCD/RE Team September 2016 – June 2017

Key Intent

2. Translate significant changes in the curriculum and accreditation, into provision that enables every student to experience a broad, balanced, challenging and appropriate learning experience.

The most significant difference between the 2013 and 2016 Growth Plans, concerns the planning required to ensure that our school successfully integrates significant curriculum and accreditation changes in each Key Stage. The provision framework we put in place from September 2016 will have a huge impact upon our ability to successfully deliver Key Intents 3, 4 and 5, and must be a key focus for all teams within Cardinal Wiseman. To ensure high quality provision for our students we will:

- Review and adapt existing provision in line with revised and more rigorous course and examination requirements in all key stages.
- Set and monitor aspirational targets in line with the provision framework that emerges from review.
- Ensure a particular focus upon the needs of significant groups re: 'in school variation'.
- Ensure all students are offered high quality curriculum (SMSC) and extra-curricular opportunities to balance and broaden their education.

The provision in response to the above changes will not be complete as we begin the 2016-17 academic year. A whole school framework will be in place to support teams in finalising their provision offer, along with associated systems and structures. Moving forward, the 'final' provision framework is likely to be reviewed and adapted as the first cohorts move through their new courses of study. In turn this will, despite the significant scope of changes, allow our students some stability and assurance.

*Target: - All teams have initial provision framework for new courses of study as they are introduced 2016-18
- Student progress and outcomes continue in line with expectations 2017-19.*

Intent 2 Translate significant changes in the curriculum and accreditation, into provision that enables every student to experience a broad, balanced, challenging and appropriate learning experience.

Cost centre Gov Comm	Target	Actions	Base for monitor/ Review of impact and further actions	i/c – Date
CPD cost centre	Review existing subject provision in planning for curriculum/accreditation changes in all subjects and key stages.	<ul style="list-style-type: none"> - Evaluate impact of additional provision in E/M since 2014. - Liaise with partner schools to ensure that best practice underpins the review. - Evaluate the impact of 4 pathways at KS4. - Plan appropriate staff INSET and CPD. - Map new more rigorous assessment framework in line with linear course structures upon which to build SoW, including effective monitoring and tracking procedures. - Consult with curriculum teams to finalise revised provision framework and new grading system. - Prepare for move towards full linear A level courses from September 2017. 	<ul style="list-style-type: none"> - Assessment framework completed May 2016. - Provision framework in place following Actions/adjustments. - Curriculum teams re-modelling SoW in line with revised provision framework June 2016. - Line managers monitoring of progress grades to determine whether revised provision effectively implemented. 	SLT curriculum June 2016
Curriculum		<ul style="list-style-type: none"> - Review entry requirements of Academic and Applied General courses post-16 in line with new GCSE grading 1-9. 	<ul style="list-style-type: none"> - SLT curriculum team to provide support around new assessment arrangements. Consolidate new points system related to new performance measures. - Sixth form team and SLT curriculum team to plan and review new requirements in consultation with subject areas. 	JS September JS September 2016

Intent 2 Translate significant changes in the curriculum and accreditation, into provision that enables every student to experience a broad, balanced, challenging and appropriate learning experience.

<p>Dept cost centres</p> <p>Curriculum</p>	<p>Ensure successful implementation of revised SoW / assessment framework and associated 'flight path'.</p>	<ul style="list-style-type: none"> - All teams fully prepared/trained in new SoW/assessments. - Implement new 'flight path' - Line managers support and monitor the completion of SoW. - All stakeholders fully understand the way in which progress will be measured and reported. - SoW's KS3-5 supports progress, standards and the rigour demanded of new GCSE's and A levels. 	<ul style="list-style-type: none"> - Learning walks and book reviews to provide evidence of successful implementation. - Student progress, particularly in public exams provides further evidence of successful implementation. - Rigorous monitoring of moderation of work to ensure consistency within teams. 	<p>SLT curriculum July 2017</p>
<p>CPD cost centre</p> <p>Curriculum</p>	<p>Set aspirational student targets, in line with new provision framework, appropriate for all abilities and needs.</p>	<ul style="list-style-type: none"> - Ensure all staff fully trained re: use of data and new 'flight path'. - Use baseline data for Year 7, to identify students who will require intervention and support on entry. - Review and amend targets in line with progress made 2015-16 for all key stages. - Review FFT 20% and 5% targets to check validity of Team and individual targets at KS3 and KS4. - Use baseline data for Year 12 students in line with minimum ALPS grade 4. - Ensure differentiated ALPS targets set between 20th and 30th percentile 	<ul style="list-style-type: none"> - Line managers monitor use of data within teams. - Review progress data autumn term carefully to monitor impact of intervention and support. - Continued review and amendments around each set of progress grades. - Line managers monitor throughout year and act where concerns re: targets identified. - As above - Review targets re: new AS exams - Ensure greater use of PIXL6 strategies through line manager reviews, LW's, and effective use of PPEs. 	<p>RB September 2016 and termly</p> <p>JS September 2016 and termly</p>

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<p>SEN/CPD cost centres</p> <p>Curriculum</p>	<p>Continued focus upon the reduction of in-school variation re: significant groups - SEND students.</p>	<ul style="list-style-type: none"> - Closely monitor progress of students through Line Managers. - AHT T & L and Ach/Standards to use progress grades to inform planning and target support for curriculum teams. - CPD/Pilot research groups identify and share best practice. - Appointment of SEN manager to monitor all SEN progress grades and to regularly liaise with SLT Curriculum Team. 	<ul style="list-style-type: none"> - Progress grades scrutinised with appropriate intervention where concerns identified. - As above - SLT/curriculum teams review impact of implementation of research findings. - JQ / LB review impact of appointment, making adjustments where concerns identified. 	<p>RB/JM September 2016 and termly RB/JG October 2016 and half termly JG September 2016 and termly</p> <p>JQ/LB September 2016 and termly</p>
<p>Pupil Premium cost centre</p> <p>Curriculum</p>	<p>Continued focus upon the reduction of in-school variation re: significant groups – Pupil Premium students.</p>	<ul style="list-style-type: none"> - Ensure Pupil Premium funding directed effectively. - Closely monitor the progress of students through line managers. - CPD /Pilot research groups identify and share good practice. 	<ul style="list-style-type: none"> - Regular review of progress grades/outcomes and other data e.g. attendance to identify impact/need for adjustments. - Progress grades scrutinised with appropriate intervention where concerns arise. - SLT/curriculum teams review impact of implementation of research findings. 	<p>JQ September 2016 and termly As above / Line managers As above,</p>

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<p>Enrichment cost centre</p>	<p>Continued focus upon the reduction of in-school variation re: significant groups – Highly Able students.</p>	<ul style="list-style-type: none"> - Closely monitor the progress of students through HA manager and line managers. - LW's to focus on the stretch and challenge directed towards HA students. - HA manager ensures appropriate enrichment opportunities for students. -UCAS manager ensures HA students fully prepared to apply to Russell Group Universities with confidence. 	<ul style="list-style-type: none"> - Progress grades scrutinised with appropriate intervention where concerns arise. -SLT curriculum team / HA manager act where concerns identified. - SLT curriculum team review activities offered and student voice. - Monitor student choices / applications and student voice. 	<p>Line managers October 2016 and termly JG</p> <p>Autumn/Spring 2016/17</p> <p>RM September 2016 and termly MS October 2016 and termly</p>
<p>Curriculum</p> <p>Dept cost centres</p>	<p>In line with new assessment frameworks increase examination opportunities to ensure students fully prepared for linear examinations.</p>	<ul style="list-style-type: none"> - Implementation of (minimum) twice yearly examination weeks Year 7-13 - Line managers monitor the content of assessments to ensure appropriate and challenging content. - Line managers ensure that SOW and learning is 'scaffolded' to allow testing to be cumulative. - Line managers ensure marking; moderated progress grades and revision policy/practice lead to effective testing. 	<ul style="list-style-type: none"> - Review success of implementation against progress grades. - Line manager / CC intervention where concerns identified. - Learning walks and student outcomes used to review effectiveness of SOW. - Review the use of school testing in supporting students towards public examinations. Line manager/CC intervention where outcomes a concern. 	<p>JQ Implement September 2016 Revised July 2017</p>

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<p>E/M cost centres</p> <p>Curriculum</p>	<p>Review impact of increasing English and Maths provision at KS3.</p>	<ul style="list-style-type: none"> - Ensure revised SOW in place to capitalise upon additional provision. - Revise En/Ma targets in line with additional time. - Ensure effective development of staff, particularly non-specialists in delivering numeracy and literacy lessons. 	<ul style="list-style-type: none"> - Learning walks confirm SOW effective in accelerating student progress. - Progress grades demonstrate accelerated progress. Comparison with previous cohorts. - Learning walks/Progress grades. 	<p>RB September 2016 and termly RB October 2016 RB September 2016</p>
<p>Enrichment bid cost centre</p> <p>Curriculum</p>	<p>Ensure all students offered high quality curriculum (SMSC) and extra curriculum opportunities to balance and broaden their education.</p>	<ul style="list-style-type: none"> - Ensure SOW include appropriate opportunities for SMSC development. - Evidence of implementation through learning walks/ number of lunchtime and after school clubs. - Raise status/awareness of above through rewards in assemblies, achievement points and student awards/badges. - Ensure all students take part in at least one off-site trip each year. - Ensure study programmes incorporate opportunities to develop social, personal and employability skills. Continue provision of independent careers IAG. 	<ul style="list-style-type: none"> - Line managers check and intervene where opportunities not listed. - As above. - As above, and student/parent voice feedback. - Commit to this through school calendar. - Review an enrichment programme shaped by student voice. Further develop 'Professionals' programme and work experience. - Attend LA 14-19 Conference to disseminate careers information. - External audit (LA/Ofsted). 	<p>JQ/Line Managers October 2016</p> <p>PW September 2016 and termly</p> <p>MK July 2017</p> <p>LB/JS September 2016 and termly</p>

Intent 2 Translate significant changes in the curriculum and accreditation, into provision that enables every student to experience a broad, balanced, challenging and appropriate learning experience.

Dept cost centres Curriculum	Continue to embed Literacy and Numeracy skills within SoW and T&L strategies in all curriculum areas/key stages	<ul style="list-style-type: none"> - Ensure these skills evidenced through learning walks. - Literacy and Numeracy managers continue to raise awareness across all teams. - Periodic re-testing of reading age/skills throughout KS3. 	<ul style="list-style-type: none"> - Line managers check and act where insufficient evidence. - Termly meetings with SLT Curriculum Team to address any concerns. - Appropriate support and intervention where lack of progress identified. 	JQ/Line Managers September 2016 and termly
ICT cost centre Curriculum	Further develop the use of J200 as an additional learning/support provision.	<ul style="list-style-type: none"> - Identify new areas that may benefit from J200 around current use. 	<ul style="list-style-type: none"> - Plan for new usage around current activities. 	JQ/RB/JS January 2017
SLT Curriculum cost centre Curriculum	Effectively utilise intervention teachers/capacity to support students at risk of not making progress in all key stages.	<ul style="list-style-type: none"> - Continue to set up fluid mentoring groups based on end of year progress grades. - Ensure all under loaded teachers are astutely placed to support 'at risk' students. 	<ul style="list-style-type: none"> - SLT Curriculum/Pupil Support Teams review and alter groups termly. - SLT Curriculum Team review and adapt focus around changing needs. 	JQ/RB/JS September 2016 and termly
Curriculum/Pupil Premium cost centres Curriculum	Continue to make effective use of Pupil Premium funding in supporting the progress of disadvantaged students.	<ul style="list-style-type: none"> - Ensure funding directed appropriately and fully. - Continue to close progress gap between PP and other students. 	<ul style="list-style-type: none"> - Full transparency in recording funding per pupil. - All teachers prioritise monitoring/support of PP students, evidenced through progress grades and learning walks. Rapid intervention where concerns identified. 	JQ/PW September 2016

Key Intent

3. Ensure that consistent high quality teaching and support/intervention results in students' making good and outstanding progress.

The systems and structures that underpin teaching and learning across the school, were revised and restructured during the previous Growth Plan. A key feature of the changes was the increased curriculum team ownership of observations. Powerful evidence of the impact of this strategy came in the 2015 examination results. This foundation will be built upon in 2016-19 through:

- Consolidation of the new two week timetable.
- Continued careful recruitment of staff, allied to high quality training and support.
- Consistent and sensitive implementation of the school performance managements, to provide an appropriate balance of support and accountability.
- Continued review of the schools teacher workload review to ensure a reasonable work-life balance for staff.
- Ensuring that curriculum team ownership of highly effective teaching and learning is supported by the SLT Curriculum Team.
- Maintaining the schools steering group membership of the Ealing Teaching School Alliance and related collaboration with other schools.
- Ensure accurate transition data to allow teams to appropriately support and challenge students from the start of Year 7.
- Ensuring effective tracking of student progress, with appropriate intervention where concerns identified.
- Maintain a relentless focus on curriculum and pupil support teams working together to close attainment gaps re significant groups.

Through delivering this intent we will continue to improve the life chances of our students and send scored of students to University each year. In many cases these students are the first of their family to reach third level education. Each team within the school must commit to ensure that we continue to raise the achievement levels of our students through high expectations, challenging targets and planning effectively towards them.

*Target: - Learning walks evidence highly effective teaching in all subjects at all key stages.
- Whole school aim of 0.5+ Progress 8 KS2-4 and no blue ALPS subject grades KS5.*

Intent 3 Ensure that consistent high quality teaching and support/intervention results in student's making good and outstanding progress.

Cost centre Gov Comm	Target	Actions	Base for monitor/ Review of impact and further actions	i/c – Date
Dept/CPD cost centres Curriculum	All teachers deliver consistently effective or highly effective lessons.	<ul style="list-style-type: none"> - Clear structures/support in place to ensure T&L is evaluated thoroughly and developed in all areas and at each key stage -Appropriate INSET provided targeting all teachers and middle leaders on each aspect of managing and coaching T&L. - All staff benefit from whole school and external CPD opportunities. - All staff fully aware of student progress levels and needs. 	<ul style="list-style-type: none"> -SLT line managers and departmental monitoring of teaching quality is used to develop practise. - Learning walks demonstrate that actions delivered effectively. - Comprehensive CPD menu in place and utilised. 	JG October 2016 and half termly
CPD cost centre Curriculum	SLT capacity utilised to develop “best practice” teaching and INSET programme.	<ul style="list-style-type: none"> -CPD Research groups to investigate underachievement of particular profile groups and advise on teaching and whole-school strategies. -Regular TeachMeets and other meetings used to highlight and share excellent practice. - Utilise PIXL courses/strategies and individual coaching to support improved practise. 	<ul style="list-style-type: none"> - Clear evidence in learning walks and student progress of the impact of programme. - Utilisation of the team to support other curriculum areas and other schools. - Line managers work with departments to identify support needs. 	JG July 2017
SLT curriculum cost centre Curriculum	Ensure accuracy of transition data to support appropriate challenge and support for Year 7 students.	<ul style="list-style-type: none"> - Use CAT4 data alongside KS2 data to ensure accuracy of baseline information. -Underachieving groups identified early from KS2 data triggering interventions from outset. -KS3 Managers fully aware through training of KS2 curriculum and assessment to prepare appropriately for transition and avoid backward steps. - Plan teaching sets around above data. - SENCO to outline support plans for those students identified with particular needs. 	<ul style="list-style-type: none"> - Parental feedback at Autumn Term engagement meeting. - Feedback from staff. - Progress grades indicate targets set on entry data are realistic. 	JG/JM December 2016

Intent 3 Ensure that consistent high quality teaching and support/intervention results in student's making good and outstanding progress.

<p>SLT Curriculum cost centre</p> <p>Curriculum</p>	<p>Progress grades provide an accurate picture of progress KS3-5 and identify where additional support or intervention required.</p>	<ul style="list-style-type: none"> - Set appropriate/challenging targets -Rigorous moderation activities are carried out each half term to ensure accuracy of data across each department and the whole school -Support from SLT Curriculum team on implementing the new F-9 Assessment Structure at KS3 and KS4. - Continue to consolidate use of ALPS spread sheets and 'what if' calculator to benchmark progress grades against assessment data. 	<ul style="list-style-type: none"> - Review progress grades to ensure consistency across departments and students within each year group. - Half termly meetings with subject leaders to identify where intervention required. 	<p>RB October 2016 and half termly</p> <p>JS September 2016 and half termly</p>
<p>Dept/SLT cost centres</p> <p>Curriculum</p>	<p>Teaching and intervention at KS3-5 to ensure pupil progress, particularly in 'underachieving' groups.</p>	<ul style="list-style-type: none"> - Effective use of entry/progress data to target students. - Data used to identify under performance with timely interventions put in place, using PIXL and other strategies to improve progress. -Continued whole-school drive on marking, feedback and assessment focussing on deep marking and student action -External research such as EEF Toolkit used to guide and inform best practice for disadvantaged pupils -Whole school mapping of intervention at KS3 to ensure support is coordinated at the appropriate strategic level for each child - Check that SoW/teaching meets the needs of targeted students. - Curriculum/Inclusion Teams develop tailored support for student (and staff if required). 	<ul style="list-style-type: none"> - Examine progress grades to check impact of interventions and adapt departmental actions where appropriate. - Evaluate progress and adjust support, including evaluation of attendance, punctuality and behaviour curriculum and pupil support teams co-ordinate interventions where concerns arise. 	<p>JG October 2016 and half termly.</p> <p>JQ/PW October 2016 and half termly</p>

Intent 3 Ensure that consistent high quality teaching and support/intervention results in student's making good and outstanding progress.

<p>ICT/Dept cost centres</p> <p>Curriculum</p>	<p>Provide opportunities for students to develop independent learning skills within and beyond the curriculum.</p>	<ul style="list-style-type: none"> - Increase opportunities in SOW for development and testing of revision skills. - Ensure appropriate homework set to support independent learning and revision techniques in line with the marking, feedback and assessment policy. - Inform parents through consultation evenings how they can access/support their children's work at home. 	<ul style="list-style-type: none"> - Line managers review SOW. - Evidenced through SLT learning walks and book scrutiny and homework monitoring - Monitor use of FROG by students. Monitor homework setting and completion through line managers. 	<p>JQ September 2016 and annually.</p> <p>JG October 2016 and half termly.</p> <p>AMM September 2016 and termly.</p>
<p>SLT Curriculum cost centre</p> <p>Curriculum</p>	<p>Monitor teacher workload balance to avoid dilution of planning / delivery/ marking.</p>	<ul style="list-style-type: none"> - Continue to review and seek ways of reducing teacher workload. - Review 2015-16 workload reduction strategies re: impact e.g. marking policy. 	<ul style="list-style-type: none"> - Staff feedback. Observations from SLT learning walks. - Concerns identified from workload review. 	<p>SLT Curr Team January 2017 and termly</p>
<p>Dept cost centres</p> <p>Curriculum</p>	<p>Ensure non-specialist teachers operate effectively within curriculum areas.</p>	<ul style="list-style-type: none"> - Ensure above teachers given appropriate training, resources and support from Head of Departments. - Protocol of expectations in place for each curriculum area. - All teachers delivering second subjects through high quality lessons. 	<ul style="list-style-type: none"> - Line managers check support given to colleagues delivering outside of main subject. - Line managers check - Learning walks / Progress grades demonstrate effective delivery of lessons. 	

Key Intent

4. Continue improving access and removing barriers to academic and social progress for all students, particularly those with learning needs and from disadvantaged backgrounds.

Very few learners are unaffected by challenges (particularly during their teenage years), that can impact upon their learning and progress. We will support our students, including many who will require long term and consistent intervention – in line with our mission of education and achievement for all through:

- Ensuring that systems around safeguarding and child protection operate effectively and sensitively.
- All teaching/support teams focusing upon ensuring that students arrive at school on time and ready to learn.
- Progress being monitored closely, with rapid intervention where pastoral concerns or underachievement are identified.
- 2015 saw the closure of the significant gender gaps evident in GCSE results the previous year, as well as some inter-departmental gaps that appeared in 2014. The move to more traditional academic curriculum provision has highlighted in school variation and all teams will continue to work towards closing this, particularly concerning disadvantaged/SEN students.
- To consolidate the above we will further strengthen our mentoring programme, consolidating the switching of focus from Key Stage 4 to Key Stage 2-4.
- Ensuring that we engage fully with families, with a priority of meeting those seen as ‘hard to reach’.

Target: - All safeguarding and child protection issues dealt with effectively and with positive outcomes.

- Continue to improve high attendance figures seen in 2015-16.

- Students with vulnerable or disadvantaged characteristics make expected or better than expected progress.

Intent 4 Continue improving access and removing barriers to academic and social progress for all students, particularly those with learning needs and from disadvantaged backgrounds.

Cost centre Gov Comm	Target	Actions	Base for monitor/ Review of impact and further actions	i/c – Date
Pupil Support cost centre Full Gov's	Maintain and continue to improve outstanding attendance levels.	<ul style="list-style-type: none"> - Ensure all stakeholders fully aware of school policy and related responsibilities. - Target Attendance/Pupil Support Team capacity on reducing number of students in 85-90% range and those in target groups, PP. - Consistent engagement with families where attendance a cause for concern. 	<ul style="list-style-type: none"> - Weekly attendance reports with daily actions re: target students. - Record of interventions where concerns identified. 	AMcL September 2016 and weekly
SLT Curriculum/Pupil Support cost centres Curriculum	All students make expected or better progress.	<ul style="list-style-type: none"> - SLT Curriculum and Inclusion Teams monitor progress in all Year groups, with joint/rapid intervention where progress gaps appear. - Provision of compulsory/voluntary homework clubs in J200. - Creation of “progress” tutor groups to support less organised and engaged students. - Creation of mentoring teams and student groups to provide personalised support to underachieving students. 	<ul style="list-style-type: none"> - Ensure KS2 data is utilised effectively to support transition and set students appropriately. - Half termly progress grades scrutinised, with rapid intervention where concerns identified. - Groups changed through regular meetings of SLT Curriculum/Inclusion Teams. - Strategies adapted through above and meeting with parents. 	SLT Curriculum/Inclusion Teams. September 2016 and weekly

Intent 4 Continue improving access and removing barriers to academic and social progress for all students, particularly those with learning needs and from disadvantaged backgrounds.

Dept/ CPD cost centres Curriculum	Consistent high quality teaching ensures that all learners' needs are fully met. (see Intent 3)	<ul style="list-style-type: none"> - All SoW address wide range of learners, informed by in-house teaching research teams. - Teachers fully informed in relation to students with particular needs. 	<ul style="list-style-type: none"> - Learning walk scrutiny demonstrates teacher awareness of student needs, through appropriate actions/strategies. 	JG October 2016 and half termly
Pupil Support cost centre Curriculum	Ensure parents are fully informed and engaged in their children's learning.	<ul style="list-style-type: none"> - Overwhelming majority of parents attend September information evenings. - Targeted meetings with families categorised as 'hard to reach'. - Continue to improve FROG interface with families. - Regular progress information delivered to parents in easy to understand format. 	<ul style="list-style-type: none"> - Attendance data from September meetings. - Half termly progress grades. - Recorded FROG usage. - Parent voice feedback. 	PW September 2016 and half termly.
Pupil Support cost centre Full Gov's	Ensure systems around Safeguarding and Child Protection operating effectively.	<ul style="list-style-type: none"> - Close gaps in provision identified in highly positive external audit June 2016. 	<ul style="list-style-type: none"> - Policies updated in line with audit and DfE updated safeguarding requirements. - New and existing staff fully trained re above. 	PW/GW October 2016 and July 2017.

Key Intent

5. Ensure all resources and capacity are utilised efficiently to enhance the learning environment and support student progress.

Since 2010 the schools income has been reduced significantly through decreased post-16 and SEND funding. In addition costs have risen; one example is the unfunded increase in pension and NI costs which will take over £300k from the 2016-17 budget. This is compounded by the fact that Cardinal Wiseman is the least well-funded school, per students, within the Local Authority. This context has resulted in some difficult decisions around restructuring areas of the school to make efficiency savings.

The budget for 2016-17 is balanced. The core function will be to consolidate and improve learning opportunities for our students and ensure that they make expected or better than expected progress. During 2016-17 we will:

- Carefully monitor spending to ensure value for money and impact in relation to the core function outlined above.
- Fully explore the (increasingly difficult to find) areas where further efficiently savings can be made without impacting upon core provision.
- Continue to develop the site through the instillation of canopies to shelter students, a lift to provide disables access to the Galilee Block and new security gates at the front of the school.
- Further develop the use of our ICT/FROG capacity to consult with parents and enable them to check their child's progress, support homework completion and be informed concerning (preparation for) important assessment dates.
- Ensure that no child is disadvantaged by an inability to access ICT.
- Work towards achieving a balanced budget for 2017-18.

Target: - No overspend in 2016-17 budget.

- School budget continues to deliver value for money in meeting Growth Plan objectives.

Intent 5 Ensure all resources and capacity utilised efficiently to support student progress and enhance their learning environment.

Cost centre Govs Comm	Target	Actions	Base for monitor/ Review of impact and further actions	i/c – Date
Whole school budget Finance	Maintain a balanced budget through a challenging period of anticipated income reduction and increased costs 2016-17	<ul style="list-style-type: none"> - Review impact of National Funding formula review and plan appropriate adjustments including staff and curriculum structures. - Continue to seek savings from all cost centres to ensure maximum funding to teaching and support teams. 	<ul style="list-style-type: none"> - Review action plan in place for final 2017-18 budget planning (and next 2 years). - As above, and informed by funding formula outcome. 	<p>GW January 2017</p> <p>GW January 2017</p>
Payroll cost centre Finance/HR	Continue to address the volume of upper Threshold / SLT costs.	<ul style="list-style-type: none"> - Maintain focus on staff training, development and career progression. - Closely monitor staffing costs to ensure that it is controlled as a percentage of school expenditure including the removal of portability from School pay policy. 	<ul style="list-style-type: none"> - Ensure appropriate training programme available to all staff, updated in line with changing needs e.g. safeguarding/ Prevent updates. - Take appropriate action if concerns identified e.g. delete post or restructure. 	<p>HT/GW January 2017 and termly</p>
Carry forward cost centre Full Gov's	Ensure appropriate utilisation of the School's carry forward figure.	<ul style="list-style-type: none"> - Ensure in year unbudgeted savings utilised to support student progress and support, particularly that of disadvantaged students. - Seek projects that can enhance provision, but also produce income or cost savings re: J200 	<ul style="list-style-type: none"> - Review impact of 2016-17 enrichment funding. - Work towards all weather sports field behind school. 	<p>HT/GW January 2017 and termly.</p> <p>As above.</p>

Key Intent

6. Strengthen links within the local community through collaborative projects and opening up facilities (to ensure that the school avoids segregation within that community)

The Cardinal Wiseman Catholic School was built in 1959 to provide education for the rapidly growing catholic population as hundreds of thousands of families moved to London from the Irish Republic. During the 1980's and 90's a significant number of local non-Catholic children were able to attend the school as a consequence of increased admission numbers.

During the last ten years migration from Eastern Europe has resulted in only fully practising Roman Catholic children being able to attend the school. Despite this migration the catholic population in and around Greenford is a minority within the local community. Our school should not become isolated from the wider community around the Greenford area. It is important that we work to ensure that our modern facilities are of benefit to the wider community. To do this we will:

- Engage and external provider to open the school to community groups seven days a week.
- Continue to work with local schools to support their work and offer our facilities for their use.

*Target: - Significant number of local religious groups, clubs and activities utilise facilities.
- Increased collaboration with local primary and special schools.*

Intent 6 Strengthen links within the local community through collaborative projects and opening up facilities (to ensure that the school avoids segregation within that community)

Cost centre Govs Comm	Target	Actions	Base for monitor/ Review of impact and further actions	i/c – Date
Premises cost centre Premises/ Finance	Open school facilities to the wider local community.	- Appointment of SLS 'lettings' company to let and manage facilities to local groups and clubs	- Review number and variety of organisations against costs to school.	GW January 2017 and termly
Premises/ catering cost centres Premises/ Finance	Continue to develop relationship with local Parish.	- Free use of school facilities for parish activities. - Annual Christmas dinner for senior citizens within parish.	- Regular meetings with parish priest to plan events and activities.	NCD September 2016 and termly
Dept/ Premises cost centres Full Gov's	Continue to develop relationship with local primary schools.	- Free use of school facilities, library support for Visitation and Stanhope schools. - School sports leaders and drama students visit primary schools to support primary teacher colleagues. - Hosting Local Authority primary schools sports events.	- Further strengthen links with local school as move towards Academy Primary/Secondary MAT.	HT September 2016 and termly

Key Intent

7. Plan and prepare for the school's move to academy status.

In April 2016 the Diocese of Westminster directed its school to begin preparation towards joining a Diocesan MAT. This followed the announcement by the Chancellor that all schools were to become academies by 2020. The subsequent change of position by the government did not alter the view of the Diocese that 'adacemisation' was the best way to protect catholic education moving forward.

Cardinal Wiseman has been proactive in positioning the school to avoid being unprepared and potentially disadvantaged as the above process moves forward. Both the Chair of Governors and Headteacher have been appointed to Diocesan working groups.

At the time of writing the 2016-19 Growth Plan, the Diocese is consulting with schools and other stakeholders before publishing their detailed plan in the Autumn Term 2016. At that point the school will begin its own consultations. In planning towards academy status we will:

- Keep stakeholders fully informed through participation in the Governors and Headteacher's working groups.
- Ensure key staff are given appropriate training so that we are able to have some influence in shaping any future MAT arrangement.
- Consult fully with staff, parents and other stakeholders before moving the process forward.
- Liaise with schools that have previously converted, to avoid unnecessary errors and costs.
- Prioritise the current arrangements re: staff pay and conditions to ease any associated anxiety.
- Ensure that students are not affected by the schools need to divert capacity and resources to ensure a successful transition.

* From September 2016 it is likely that Intent 7 will be re-written as more details emerge from the Diocese.

Target: - To position the school so that it can convert, if advantageous to do so, by September 2017.

Intent 7 Plan and prepare for the school's move to academy status.

Cost centre Gov Comm	Target	Actions	Base for monitor/ Review of impact and further actions	i/c – Date
Whole school budget Full Gov's	All stakeholders kept informed of Diocesan moved towards academy status.	<ul style="list-style-type: none"> - Headteacher co-opted to Heads Diocesan working group. - Chair of Governors co-opted to Chairs Diocesan working group. - Governors working group to explore response to Diocesan directive. 	- Updates to stakeholders allow feedback from school community to Diocese in shaping process.	HT/Govs Summer/ Autumn Term 2016
Whole school budget Full Gov's	Consultation with school community re: Academy status.	<ul style="list-style-type: none"> - Governors meeting to discuss if and when to become and Academy, September/ October 2016. - Consultation meetings with staff, parents and other stakeholders November/December 2016. 	<ul style="list-style-type: none"> - Governors working group formulate roadmap to academy status in the event of decision to become academy. - Further consultation with stakeholders following Nov/Dec meetings to establish terms of reference to any MAT – in the event of decision to join. - Governors working group plans timetable towards joining MAT – in the event of decision to join. 	HT/Govs November 2016 February 2017