

Section A2	Vision: All students should strive to achieve their potential, and be empowered to succeed. Every student should leave Newmarket College with success, choices and opportunities.						
Self Evaluation	Identified priorities	Improvement Plan	Who	When	ECM/Gvt	Finance	
<p><b>How good are the different outcomes for individuals and groups of pupils, taking particular account of any variation?</b></p> <p><b>Grade 3</b></p> <p><b>A2.1 Pupils' attainment</b></p> <p><b>Key Stage 3</b></p> <p>2009 KS3 achievement is above FFT D in Science at Levels 5+ and 6+ and below FFT D in Eng, and Maths at L5+ and Level 6+ L6+ achievement is variable between subjects</p> <p>Curriculum 2012 group has proposed a KS3 curriculum plus associated staffing structure; Pd days and liaison meetings well used for this.</p>	Develop the use of APP assessment to provide secure transfer information for Y8 to Y9 and end of KS3 TA	Heads of department to work with middle school staff to agree SoW & to undertake levelling trials/ APP	HoDs	21 <sup>st</sup> June Liaison mtgs	ECM3	I01	£5000
	Maintain the improvement in KS3 results especially in English.	Make greater use of electronic communication, including VLE to give students better access to learning materials for students working from home. VLE training in CPD prog.	HODs		ECM3 Nat Strat	E01 I06	£2000
	Enable students to achieve Level 6+ especially in music and art.	Embed intervention strategies earlier so that these become an integral part of teaching and learning in geography, history, RE and PE.	FY + HoD	ECM3 SOR			

<p><b>GCSE 2009:</b> Improvement in results to 50% with 5A*-C and 43% with 5A*-C incl En &amp; Ma. Latter figure 2% higher than the FFT D prediction from KS2. Very significant improvement, reflects improved attainment in English and the relative success of targeted mentoring and a whole college intervention approach.</p> <p>High performing GCSE subjects: Eng, Geog, Art, Food tech, PE, leisure &amp; tourism. Poor results in ICT, history, German. Decline in performance in RE.</p> <p>Core subjects - improved attainment and achievement in English (60% A*-C in English and 64% in English Literature); there is a strong and developing team in this subject and good work on active learning and AFL. Maths and Science showed an improving trend in results in 2009. There is continuing work and support in the leadership of teaching and learning in these departments, including from National Strategy and Gaining Ground programmes.</p> <p>Humanities subjects led the teaching of the C Club last year with some success. Teaching of Learning to Learn course in year 9 and dialogic learning across all year groups direct result of leadership by humanities staff. <b>(Spec status)</b></p> <p>All 14 EAL students gained at least 2 GCSEs at grades G or above; 86% gained 5+ A*-G; one Polish girl gained 5A* grades; all achieved an ESOL qualification. These students not reflected in published CVA.</p> <p>BME students achieved well. Some evidence that Travel &amp; Tourism is reducing gap in achievement of different groups. <b>(Spec status)</b></p> <p>Schemes of work increasingly include differentiation to reduce gaps in attainment between different groups. Need to share the good practice from specialist subjects. <b>(Spec status)</b></p> <p>Leadership from Eng, ge and Hi in T &amp; L and AFL has contributed to raising achievement across the college. <b>(Spec status)</b></p>	<p>Identify and monitor a group of 24 students on the C/D borderline; offer these students support, mentoring and close monitoring.</p> <p>Improve the work of middle leaders in monitoring performance shown in half termly working at grades, (traffic lights) and devising intervention strategies which are effective.</p> <p><b>See A4.2</b></p>	<p>Identify at risk students and run the C Club from year 10</p>	<p>FY + HoDs</p>	<p>May 2010 then Sept 2010 for year 10 then.</p>	<p>ECM3 Gng Grnd</p>	<p>I06</p>	<p>£1000</p>
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<p>We now use TAs as part of department reviews to provide a perspective on the quality of learning for the less able. Impact in English where improvements made to Eng dept practice as a result of HLTA discussion</p>	<p>expectations of a “good lesson” must become standard for all.</p>	<p>management discussion.</p>	<p>FY +</p>	<p>May 2010</p>	<p>ECM3</p>		
<p><b>A2.4 How well do pupils achieve and enjoy their learning?</b></p> <p><b>Grade 3</b></p> <p>Achievement is improving. A development priority of the college is more active learning. Lesson observations suggest improved levels of engagement in lessons</p> <p>Students' attitudes can be seen to be good in the results of the subject questionnaires used in departmental reviews. Responses to history, geography and English have been particularly positive (highest satisfaction scores.) <b>(Spec status)</b></p> <p>Parent satisfaction survey in November 2009: 84% of parents said that their child enjoys college,</p> <p>Governors report high levels of motivation and courteous behaviour in their rota visits to colleges, using the ECM agenda as a template for their reports.</p> <p>Learners take pride in their success in academic subjects, sports, music and drama. 120 students were presented for awards in 2009, and over 90% attended the event to collect their award in person. Enjoyment for learning shown by high uptake of merit points in 2009 – 25,200 merits were exchanged for reward WHSmith vouchers.</p> <p>Two traveller children, nervous of entering the college 2 years ago, made such good progress that they asked to stay on here after they reached the college leaving age.</p>	<p>Lessons need to incorporate a variety of activities designed to fully engage students and enable them to take an active part in learning (OFSTED)</p> <p>Devise more creative ways of rewarding students.</p> <p>Make more use of student feedback on lessons.</p>	<p>Provide time and encouragement for all teachers to develop engaging objective led lessons. Monitoring visits show engagement</p> <p>Use the T &amp; L group to extend the teaching of PLTs across subjects.</p> <p>Insist that teachers use present merit system; praise postcard sent by teacher after 4 merits; record merits centrally for prizes each half term - prize for 20 merits; prize for full column of merits; ticket in draw for larger prize each term in assembly; merit week each term.</p> <p>Maths teachers will trial means of collecting student feedback on lessons.</p> <p>Train senior subject leaders (Y12/13) and involve them in student interviews during dept reviews.</p> <p>Drama and PE both investigating accreditation for non-GCSE courses to increase motivation.</p>	<p>SLT</p> <p>FY</p> <p>SLT i/c pastoral</p> <p>ES + team</p> <p>FY</p>	<p>New mtg cycle</p> <p>Half termly mtgs</p> <p>From Sept 2010</p> <p>From June 2010</p>	<p>OFSTED</p> <p>New Nat Curr</p> <p>ECM3</p> <p>SNS</p>	<p>E09</p> <p>E19</p>	<p>£500</p>

Section A2	<p>Vision Newmarket College is a community built on mutual respect with positive working relationships where everyone learns, supports each other and every success is celebrated</p> <p>Students develop the responsibility, leadership and voice to become active citizens. They have a pride in their College community and make effective contributions to their local, national and global communities.</p> <p>Every student matters and is valued equally and supported as an individual. The College will provide a safe and supportive environment to enable students to be secure, happy and successful.</p>					
Self Evaluation	Identified priorities	Improvement Plan	Who	When	ECM/govt	Finance
<p><b>A2.5 To what extent do pupils feel safe?</b> <b>Grade 3</b></p> <p>SLT lunches indicate students feel safe</p> <p>Parent satisfaction survey November 2009: 98% of parents feel that their child is safe and well cared for at college.</p> <p>2008/9 : 4 racist incidents; dealt with appropriately; LA informed. There are more bullying issues than there should be – we have society’s issues. The level of xenophobia is a concern. Some students still act in an intimidating way in corridors at break/lunch. Standing in narrow corridors no longer permitted, and part of library remodelled as a safe social area.</p> <p>Counselling available on site for students at risk; this facility is valued and well used by students. Connexions PA on site 2 days per week Aim Higher mentors also used</p> <p><b>Impact:</b> Successful reintroduction of students who faced difficulties in coming to college; improved behaviour of several students with anger management problems.</p> <p>Sept 2009 pastoral support reorganised to give pastoral office with 3 full time pastoral officers and part of their focus is work with individuals with bullying issues.</p> <p>Safe use of the internet is reinforced by teachers.</p> <p>Health education programme encourages students to adopt safe practices with regard to alcohol, drug use, contraception, and to discuss associated issues.</p>	<p>Need to ensure racist/bullying incidents are identified by staff and dealt with to the satisfaction of victims</p> <p>Ensure that we provide safe social areas</p> <p>Extended schools: make available a safe place to be out of hours</p>	<p>Do anonymous surveys of students on racism and bullying</p> <p>Undertake staff training on identifying and reporting racist incidents and bullying.</p> <p>Raise awareness of the issues in the Citizenship programme The new pastoral office is supporting safe behaviour.</p> <p>Youth service will set up a focus group of minority ethnic groups, &amp; EAL students to give feedback on safety issues. Will then deliver suitable intervention strategies and assess impact.</p> <p>Develop the library/homework club provision after hours</p>	<p>Pastoral team GN</p> <p>JF + team</p> <p>PL</p> <p>KN+</p>	<p>June 2010 PD time</p> <p>From Sept</p> <p>June 2010</p> <p>Sept 2010</p>	<p>ECM2 SEAL</p>	<p>E09</p> <p>I05</p> <p>£2000</p>

Section A2.6	Vision Newmarket College is a community built on mutual respect with positive working relationships where everyone learns, supports each other and every success is celebrated						
Self Evaluation	Identified priorities	Improvement Plan	Who	When	ECM/govt	Finance	
<p><b>How well do pupils behave?</b> <b>Grade 2</b> LA inspectors report (2010) behaviour in lessons good, and behaviour around the college better; visitors remark on the courtesy of our students (See governors' rota visit reports). Open evening guides received very good feedback from guests. Visiting exams inspector remarked on well behaved nature of students. Our own evaluation of students' view of behaviour indicates grade 3;; we need to ensure students identify with what is good about the college.</p> <p>The development of the pastoral system, and appointment of pastoral officers are having an impact on behaviour. Raised expectations vis a vis swearing in school are impacting on exclusion levels.</p> <p>Behaviour in lessons is improving. (see on call record) although some teachers are using on call facility too readily. Behaviour policy has been reviewed and rewritten</p> <p>Disengaged students: there is personalised curriculum programme run by the SENCO and team of HLTAs and off site providers. Impact: students exhibiting challenging behaviour are receiving more focused individual provision, and other classes are able to work better.</p> <p>Parent survey 2009: 83% said poor behaviour is dealt with effectively.</p> <p>There was a relatively high level of fixed term exclusions in 2008-9 (generally one a day) as clear expectations on abuse to members of staff, and continued disruption to lessons were laid out.</p> <p>Students now excluded for use of foul language in front of or to teachers, and for involvement in assault so expectations higher, and exclusions higher.</p> <p>The PSP process has been renewed and given clear timescales and focus. There are currently students on a PSP working with an inclusion officer. A measure of his success has been that there were no permanent exclusions in 2008-9.</p>	<p><b>Re-emphasise rewards</b> Review and develop the role of assemblies to increase community involvement and raise aspirations</p> <p>Review effectiveness of pastoral office</p> <p><b>Reduce the number of repeat on calls – ensure teacher responsibility.</b></p> <p>Continue to extend the curriculum offering, and offer one to one support for students with learning difficulties.</p> <p><b>Challenge low level disruption</b> Ensure that there is greater consistency in the quality of teaching across all subjects, through close monitoring, training and support. Publicise and share new behaviour policy &amp; develop the consistency of its application.</p> <p>Complete extended services team to support vulnerable young people (OFSTED)</p>	<p>Develop and formalise college celebrations (ends of terms, awards eve, certificate eve etc) Publicise merit weeks; monitor tutor merit records Display large pictures of past alumni with citations Consider greater variety of outside speakers in assembly – including role models</p> <p>Recommendations to C &amp; B cttee</p> <p>Ensure intervention and referral processes are in place, and are used effectively. Individ program of support for teachers</p> <p>Increase engagement in lessons through T &amp; L group, CPD programme, use of more thinking skills activities.</p> <p>Re-emphasise the role of heads of department in leading behaviour management in their areas; support, coach and monitor the work of staff with particular difficulties; ensure good systems in place to support supply/cover teachers.</p> <p>Develop role of youth service; develop role of SSP/PCSO in school</p>	<p>SLT + pastoral team</p> <p>AA</p> <p>SLT + Pastoral team</p> <p>JF + team</p> <p>FY</p> <p>JF + team</p> <p>SLT</p> <p>CR</p>	<p>From Sept 2010</p> <p>July 2010</p> <p>Mtg cycle</p> <p>From June 2010</p> <p>June 2010</p>	<p>OFSTED ECM3</p> <p>ECM3</p> <p>SEAL</p> <p>Gng grnd/ SEAL</p> <p>ECM3 SNS</p> <p>ECM4</p> <p>OFSTED</p> <p>OFSTED</p>	<p>I05</p> <p>E09 I03</p> <p>E05</p> <p>E05</p> <p>E05</p>	<p>£200</p> <p>£2500</p>

Section A2.7		Vision					
Self Evaluation	Identified priorities	Improvement Plan	Who	When	ECM/govt	Finance	
<p><b>A2.7 To what extent do pupils adopt healthy lifestyles?</b></p> <p><b>Grade 2</b></p> <p>Healthy college status achieved July 2009</p> <p><b>Physical exercise</b></p> <p>Students in years 9, 10, 11 have at least 2hrs of PE each week, including swimming. There are enrichment programmes for G &amp; T students such as golf.</p> <p>Sixth form CSLA students organise and run inter-tutor sports competitions every term, in which three quarters of the students participate.</p> <p>All weather pitch and basketball hoops used by students at lunch time and after college and have increased participation in sport by students.</p> <p>The college is the host for a College Sport Partnership, which gives access to additional coaching opportunities, including cricket, hockey, boxing, archery, for our students.</p> <p>First Annual Sports Awards dinner attended by over 160 students April 2009. Repeated 2010</p> <p>Pathfinder funding pays for Active card for all relevant students for free access to Leisure Centre facilities.</p> <p><b>Impact:</b> Participation in physical exercise is good, and students benefit from this and enjoy it. We are on target to provide access to 5 hours a week of physical activity. Participation in after hours PE is v strong – above county average. Newmarket College 2<sup>nd</sup> in Anglia Leisure Sports Awards Dec 2009</p> <p><b>Healthy eating</b></p> <p>Kitchen provides healthy food options. Impact: About one quarter of students eat in the dining hall; income has increased with the new meal deal (Sept 2009)</p> <p><b>Healthy lifestyles</b></p> <p>Punishments for smoking indicate a reduction in its incidence on site.</p> <p>Healthy lifestyles promoted through topics covered in health education and in food technology in year 9, in science in years 9 &amp; 10, and in history in year 10</p> <p>Travel plan drawn up March 2009, following research with parents and students.</p>	<p>We must support the School Sport Partnership to give students more opportunities to participate in high quality PE, and to exercise sports leadership.</p> <p>More consultations between the canteen supervisor and students to identify healthy foods students would buy; better advertising of what is on offer; better choices of food to be provided.</p> <p>Develop more sustainable ways of travelling to college</p>	<p>Increase range of activities provided through SSCOs</p> <p>Extend activities fair in September 2009 to incorporate activities focused on Leisure Centre and this run by SSCOs.</p> <p>Have more inter/intra schools sports competitions run by SSCOs</p> <p>Train more school staff to run sporting extension activities, using SSCOs.</p> <p>Questionnaire to students to identify desirable and healthy meal options from September</p> <p>Improve dining facilities – cutlery, plates, music</p> <p>Present recommendations for managing our own catering service from September 2011</p> <p>Implement travel plan to reduce numbers of students who come to school by car.</p> <p>Ensure that there are follow up events after cycle to college week (March 2009).</p>	<p>JF + P Lane</p> <p>JF</p> <p>JF + P Lane</p> <p>P Lane</p> <p>AA</p> <p>AA</p> <p>AA</p> <p>JF</p> <p>JF</p>		<p>ECM1</p> <p>Ext Schs</p> <p>Ext Schs</p> <p>ECM1 Hlthy sch</p>	<p>I07</p>	

Section A2.8		Vision					
Self Evaluation	Identified priorities	Improvement Plan	Who	When	ECM/govt	Finance	
<p><b>A2.8 To what extent do pupils contribute to the school and wider community?</b></p> <p><b>Grade 2</b></p> <p><b>College community</b></p> <p>Student of the week introduced Jan 2009 to give more opportunities to celebrate success (other than academic). Year and student councils, college president and vice president elected democratically. Student council members take part in Youth Parliament and the local Democracy Day. <b>Impact:</b> Student council members' confidence in their role has increased; they are now used as part of the interview process for new staff. Our ambition to grow leadership roles in the school will grow impact. Year 11 students act as buddies to year 9, and Year 9s buddy year 8s. Specialist school staff and 6<sup>th</sup> form ran team building and extension day events for Y9 (<b>Spec status</b>) <b>Impact:</b> students develop their own skills while helping younger students.</p> <p><b>Local community</b></p> <p>6th form CSLA students work at local primary schools to increase participation in sport. 6<sup>th</sup> form students of art and music have led sessions at Montessori nursery. Students participate in local Battle of the Bands Committee. Students organised first Newmarket Teenfest, July 2009. Students participate in FHDC Youth Forum &amp; Newmarket Town Youth Council. <b>Impact:</b> These students are increasing their own skills, and making an important contribution to the local community. Charity fund raising events organised by students (eg Macmillan Coffee morning run by business studies group, Oct 2009; annual Christmas Market (EACH), student organised Acapella concert March 2010 raised £1000 for hospice. )</p> <p><b>Impact:</b> students feel pride in their participation in fun events celebrating their talents.</p> <p><b>Wider community</b></p> <p>TLR post created to develop international awareness – <b>impact</b> seen in citizenship programme, and in exchange events. Individuals and groups support overseas charities (eg world challenge)</p> <p>Easter 2010 charity fair run by all students</p> <p>Team of staff and students creating a woodland walk on site and a sensory garden, allotment area, and recreation ground on Studlands housing estate.</p> <p><b>Impact:</b> Students' social conscience is developed, at the same time as they make an important financial contribution to local and</p>	<p><b>More community involvement in College and College involvement in the community</b></p> <p><b>Activities and events to instil a pride in the College and a pride in achievement</b></p> <p>Develop and support opportunities for student leadership roles</p> <p>Develop the school council system to ensure greater consultation and a working party ethos.</p> <p>Need to ensure EAL students inducted appropriately into college</p> <p>Encourage greater participation by our students in the local community.</p> <p>Work with feeder middle schools to plan joint events as a way of preparing for SOR in 2012.</p> <p>Work with the community to provide leadership on sustainable development.</p> <p>Develop more activities in which learning is linked to charities.</p>	<p>Develop “prefect” type roles; use Csla; house leaders; musical leaders; subject leaders</p> <p>Consider ways of recognising involvement in working groups (blazer badges)</p> <p>Have a team of former EAL students to support those new to the college</p> <p>Students involved in planning and organising a music festival as part of Newmarket Festival, July 2010</p>	<p>WD</p> <p>WD</p> <p>PL + A Clarke</p> <p>AA + student council</p>		<p>ECM4 OFSTED</p> <p>Comm Coh</p> <p>Comm coh</p> <p>Comm coh</p> <p>ECM4 Comm coh</p> <p>ECM4 Comm coh</p>	<p>105</p>	<p>£3000</p>

national charities.								
Section A2.9	Vision							
Self Evaluation	Identified priorities	Improvement Plan	Who	When	ECM/govt	Finance		
<b>A2.9 Pupils' attendance</b> <b>Grade 2</b> Highly efficient attendance officer in post; uses first day calling to help to ensure the safety of our students. Students receive rewards for full attendance: attendance; attendance at individual lessons is closely monitored and followed up. New procedures including attendance panels, more rewards for good attendance and better provision of alternative curriculum opportunities have caused an increase in our attendance this year <b>Impact:</b> Attendance is increasing (92.8% March 2009; 91.42% March 2008 ; 91.58% March 2007; 89.9% in March 2006).	Further improve attendance and punctuality	Assess the effectiveness of attendance monitoring; eg the success of panels.  Intertutor group competitions to give rewards for good and improved attendance.  Devise methods to improve punctuality to lessons and to school  Devise clear mechanisms to deal with persistent long term absentees.	SLT i/c pastoral+ Past. team  i/c student leadership SLT i/c pastoral+ Past. team SLT i/c pastoral+ Past. team + EWO			E05		
	Provide parents with real time information on attendance	Develop use of SIMS for parental access	SLT +J Hill			E05	£10000	

Section A2.10		Vision						
Self Evaluation	Identified priorities	Improvement Plan	Who	When	ECM/govt	Finance		
<p><b>A2.10 How well do pupils develop workplace and other skills that will contribute to their future economic well-being?</b></p> <p><b>Grade 2</b></p> <p><b>Taught programme:</b> core curriculum includes preparation for working life course certificated by OCN. Programme includes units on handling money and preparing for employment. Diploma in CBE introduced Sept 2009 for Y10 and Y12.</p> <p><b>Work experience:</b> two weeks for all year 10 students; one or two days per week as part of their alternative curriculum for some students in years 10 and 11. <b>Impact:</b> students are better motivated when they are in college, and are better prepared for employment.</p> <p>Increased Flexibility Programme: c. 10 students each year spend one day a week at West Suffolk College or the British Racing College following specialist NVQ programmes, all of which are highly successful. 100% of students who embark on these courses complete at least Level 1 of the NVQ.</p> <p>From September 2009 we have 4 vocational lines of learning pre 16, and another post 16. These courses rely heavily on links with local businesses, for case study materials for coursework., eg Travel &amp; Tourism introduced as part of <b>specialist status</b>. Diploma course in CBE introduced as a response to the needs of local employers. <b>Impact:</b> students learning based on real life examples directly relevant to them.</p> <p>Students participate annually in the local finals of an enterprise competition.</p> <p>Young Enterprise is offered as an option in years 10 and 11. Easter 2010 end of term charity enterprise activity – students make and sell products to others, staff &amp; parents.</p> <p><b>Guidance:</b> Suffolk CEIGS standard gained in March 2008 for the quality of guidance to students. Impact: good provision for students' future economic well being.</p> <p>All students in Year 11 offered individual Connexions interview and interview with SLT; careers resources available in the library and on line. Units within the year 9 and 10 pastoral programme focus on career planning; KUDOS used with all students.</p> <p><b>Impact:</b> 1% of our year 11 students in 2009 went on to the sixth form, to FE or to employment with NVQ2 level training. V low (&amp; reduced) NEET % 2009</p>	<p>Consider building accredited work experience into the Y10 options programme as a guided choice.</p>	<p>Team to plan new s of w; build in employer input; plan innovative T &amp; L resources; train teaching team</p> <p>Make use of work experience providers in assemblies, in curriculum areas, and in careers conferences to build two way links with employers.</p>	<p>JF + team</p> <p>JF + team</p>		<p>ECM5</p> <p>NEET</p>	<p>E01</p>		
	<p>Embed OCN preparation for working life course in new citizenship programme</p>	<p>Develop more curriculum activities based on enterprise</p>						
	<p>Reduction in the % of NEET students is a priority.</p>	<p>Plan and deliver an annual careers convention jointly with MTC, held separately on both sites.</p> <p>Hold annual NEET vocational clearing conference and invite other providers</p> <p>Provide potential NEET students with intensive personal advice for Connexions.</p>	<p>JF + N Hood</p> <p>SLT i/c</p> <p>pastoral + team</p> <p>Pastoral leader</p>		<p>Comm coh</p> <p>ECM5</p> <p>NEET</p>	<p>E01</p> <p>E05</p>	<p>£500</p>	

Section A2.11		Vision						
Self Evaluation		Identified priorities	Improvement Plan	Who	When	ECM/govt	Finance	
<p><b>A2.11 What is the extent of pupils' spiritual, moral, social and cultural development?</b></p> <p><b>Grade 2</b></p> <p>Students participate in a wide range of extra-curricular activities, including concerts, drama, sport, theatre trips, visits to art galleries.</p> <p>Visiting clergy deliver assemblies, and visitors from various faiths are welcomed to RE lessons. All Y9 -11 students have compulsory RE lessons each week, leading to a full course GCSE in year 11.</p> <p>There is a co-ordinated programme for PSHE for all students in years 9 to 11</p> <p>RE dept organised 6<sup>th</sup> form extension day activity on moral questions surrounding abortion; follow up planned.</p>		<p>Produce a detailed map of all opportunities for S, M, S, E and C development, and ensure that all aspect of our PSHE programme are linked into a coherent whole. Use the NHSP (see above).</p>	<p>New citizenship scheme of work for Y9 to 11 programme to be developed for September 2009</p> <p>Use a Planning Committee to identify aspects of S, M, S, E, &amp; C development taught in all subjects.</p>	<p>JF + team</p> <p>CR</p>		<p>ECM1</p> <p>New Nat</p> <p>Curr</p> <p>SEAL</p>	<p>E01</p>	

Section A4	Vision Teaching will be inspiring, engaging and challenging. Learning will be active, independent and creative.					
Self Evaluation	Identified priorities	Improvement Plan	Who	When	ECM/govt	Finance
<p><b>A3.1 How effective is the provision in promoting high quality teaching and purposeful learning?</b> Grade 3</p> <p>Monitoring of teaching and learning is undertaken systematically. Formal obs give the following evidence :</p> <p>Judgements: 1: 15%, 2; 37%; 3 37%; 4: 12% (Mar 2010). Drop in visits show strengths in planning, but concern for formative assessment. Marking is a focus for forum (Jan 2010) and depts (Feb.)</p> <p>Meeting cycle amended 2009-10 to give greater status to T &amp; L group. <b>(Spec status)</b></p> <p><b>Spec status</b> budget given 2010-11 for curriculum innovation.</p> <p>Lesson obs sheet reflects current Ofsted criteria. Copies of all lesson ob s sheets are kept centrally, and evidence suggests strengths in relationships and planning; AFL is main area for development. This is linked to CPD provision.</p> <p>Two aspects of this judgement which are not satisfactory are (a) active T &amp; L strategies are not always used in 6<sup>th</sup> form lessons - will be a focus for dept review in May 2010; and (b) there is a lack of consistency across all staff, eg more lessons graded 4 in science and music. Individual support being offered there. .</p> <p>Dept review process modified and enhanced – a strength. HoDs now report results of review to govs C &amp; A. Interim reviews give opportunity for self assessment, and revisiting objectives. Impact – greater accountability + more governor involvement.</p> <p>Greater focus on teaching and learning, with dialogic learning and APP being the identified focuses for the year. We believe that this has contributed to improvement in behaviour.</p>	<p><b>Active learning planned in objective led lessons – using differentiated Bloom’s verbs</b></p> <p>Higher profile for T &amp; L group.</p> <p>Share good practice from L2L course across curric (OFSTED) Embed L2L (OFSTED)</p> <p>Teacher self assessment to be developed (OFSTED)</p> <p>Work with identified areas of concern to move more teachers from satisfactory to good.</p>	<p>Focus of staff forum and PD day sessions will be T &amp; L to share good practice, including 6<sup>th</sup> form lessons</p> <p>T &amp; L group to promote sharing of good practice; will conduct action research and share findings with other staff <b>(Spec status)</b> staff to work together in pairs, with buddies to share good practice <b>(Spec status)</b> Use back of bulletin for each HoD in turn to share top T &amp; L ideas (eg lolly sticks for questioning)</p> <p>Need to teach all staff L2L programme - PD days, forum, T &amp; L group. Then departments to take responsibility for developing these skills. Review of L2L course including skills audit; follow up development</p> <p>Individual teachers to invite student feedback (reports – what I did well, what could I have done better). Students to complete learning log</p> <p>Interim performance management review to include check list for own teaching skills, plus requirement for buddy observation</p> <p>Apply more rigour in line management and middle leadership so that action is taken when problems are first identified.</p> <p>John Ramsell appointed to coach and support staff; put in place appropriate capability procedures if necessary</p>	<p>FY SS</p> <p>FY</p> <p>SLT</p> <p>FY</p> <p>FY</p> <p>SLT</p>	<p>Now</p> <p>PD days</p>	<p>OFSTED ECM3 SNS</p> <p>OFSTED SNS SNS <b>Spec status</b></p> <p>OFSTED</p> <p>OFSTED</p>	<p>105</p> <p>£500</p>

<p><b>Individual learning needs</b></p> <p><b>SEN:</b> All teachers have copies of IEPs for students with SEN, and are involved in their review. Students with SEN are well supported by a team of 11 TAs.</p> <p><b>Impact:</b> SEN &amp; EAL students achieve well.</p> <p>November 2008 parent satisfaction survey - homework was highlighted by some 12% of parents as a cause for concern, mainly because too little is set. Parents have given positive feedback on new Y9 homework system, and following some alterations to the process homework this term is better quality than last because the assessment criteria are clearer. Homework is more consistent now across year 9, and has an independent learning focus. .</p> <p><b>Setting:</b> Introduction of finer setting in maths, science, and English allows better focus on demands of exam papers.</p>	<p>Develop effective use of homework</p>	<p>Development of more effective longer term project homeworks (year 9) (OFSTED) Y9 homework booklets in place, and amended in light of feedback from focus group.</p> <p>Homework booklets for the term to be extended into Y1- for 2010.</p> <p>Will include more differentiated tasks in 2010-11</p> <p>Y9 to be given a session on study skills and how to do homework on first day of term</p> <p>Planners will include space for daily reflection on performance.</p> <p>New Y12 to have study skills induction half days</p> <p>Book scrutiny and monitoring of planners will give feedback which we will act on.</p>	<p>FY + HoDs</p> <p>FY</p> <p>GN</p> <p>SLT i/c pastoral + team</p>	<p>2<sup>nd</sup> Sept</p>	<p>ECM3 SNS OFSTED</p>	<p>I03</p>	<p>£500</p>
<p><b>Impact of humanities specialism:</b></p> <p>Teaching in hums subjects provides excellent role models - judgement is 60% of lessons graded 1 &amp; 2. One Eng teacher accepted by LA as an AST. There is consistently good practice in English, geography, history and art which deliver consistently good lessons, embedded in excellent schemes of work.</p> <p>Humanities subjects have been a driving force in improving quality of T &amp; L. All 3 departments have had recent good internal reviews.</p> <p><b>Humanities specialist status</b> has enabled us to share good practice. A teaching and learning group was established, under the aegis of specialism, in 2008. This group is dynamic and meetings are well attended, and its role was enhanced this year by its integration into the CPD programme. Has been successful this year in developing engaging active dialogic learning/groupwork</p> <p>Promoting understanding of diversity and equality: citizenship and geography both contribute to this aim; schemes of work available. International citizenship co-coordinator appointed using specialists status funding</p>	<p>Focus for the year will be key skills for learning, and creating resilient learners.</p>	<p>AST and T &amp; L group will plan learning activities for all staff.</p>			<p>Gng Grnd OFSTED</p>		

Section A3		Vision					
Self Evaluation	Identified priorities	Improvement Plan	Who	When	ECM/govt	Finance	
<p><b>A3.2 How effective is the provision in promoting effective assessment?</b> <b>Grade 3</b></p> <p><b>Assessment for learning</b></p> <p><b>Specialist subjects leading the way:</b> Use of APP in KS4 English is having big impact, results rose from 57% to 60% in 2009. Good practice also in history and geography (learning logs). Written formative feedback in art is also excellent . <b>(Spec status)</b></p> <p>ICT assessment is poor, and work is poorly linked to assessment criteria. LA adviser supporting change here, and progress seen.</p> <p>Working at grades (WAGs) and Expected Final Grades (EFGs) given each half term, recorded in students' planners, collected centrally. Traffic light letters sent home. Discussion of traffic lights prompts discussion with tutors and mentors about next steps.</p> <p>Y11 mock exam results day has a positive impact on motivation.</p> <p>Lesson by lesson schemes of work identify prior learning, and assessment tasks</p> <p>Book scrutinies give excellent evidence of formative marking in Eng, geog, and hist. <b>(Spec status)</b></p> <p>Emphasis on marking and feedback, eg in Planning Committee, has improved practice. English dept emphasis on skills and use of laminated place mats help students, and have been shared across other subjects. <b>(Spec status)</b></p> <p>College analysis of strengths supported by LA assessment exercise (April 2010) which also identified strength of leadership from humanities subjects <b>(Spec status)</b></p> <p>EFG analysis has improved at whole school level, (EFG analysis doc in use) but middle leaders still need to take more responsibility for analysis and intervention.</p>	<p><b>Explicitly share “What I have to do to improve”</b></p> <p>Students need to be involved in the response to EFGs and take more ownership of EFGs. There needs to be a clearer understanding by staff, students and parents of the nature of the EFG information and how to respond to it.</p> <p>Improve student response to reports.</p> <p>We need to make APP the basis on which levels are given to students from year 7 upwards (OFSTED)</p> <p>Ensure that there is effective use of data at all levels</p> <p>Need to develop student understanding of and involvement with setting LOs</p> <p>Need to prepare for real time reporting to parents from September 2010</p>	<p>Continue to embed with staff what an EFG should represent.</p> <p>Ensure that each student has a meaningful conversation with an adult to discuss each set of EFGs. Student must appreciate how to intervene to improve EFG.</p> <p>Mentors will be given menu of suitable questions to facilitate this. Need better monitoring of mentoring talks (see A2.2)</p> <p>Ensure Quality Assurance – responsibility and accountability for reports</p> <p>Create a focus group of parents to increase understanding of WAGs.</p> <p>Develop systems for students to write response to reports</p> <p>Joint training with middle school staff to develop APP and its link to WAGs and Teacher Assessment</p> <p>Share good practice from Eng/hi/ge departments <b>(Spec status)</b></p> <p>Coaching for subject leaders to identify underachievement and decide on appropriate interventions. Make better use of Yellis data. Train staff in its interpretation. Increase accountability for use of data</p> <p>Monitored through line management</p> <p>En/Ge/Hi to do action research and report back <b>(Spec status)</b></p> <p>Operations manager researching the way forward.</p>	<p>RD + J Hill</p> <p>SLT i/c pastoral + team FY</p> <p>GN</p> <p>JA + Mrs Street</p> <p>GN</p> <p>FY + All staff</p> <p>HS/HL/WN</p> <p>RD/FY</p> <p>RD SLT</p> <p>J Hill</p>	<p>PD day</p> <p>T &amp; L grp</p>	<p>ECM3 Gng grnd Pers tut</p> <p>SOR/New NC OFSTED</p> <p>Gng grnd</p> <p>OFSTED</p>	<p>E05</p> <p>E05</p>	

Section A3.3	Vision Newmarket College will provide a personalised, effective and engaging curriculum, which allows every student to make informed choices, to participate and to succeed.						
Self Evaluation	Identified priorities	Improvement Plan	Who	When	ECM/govt	Finance	
<p><b>A3.3 How effective is the provision in promoting an appropriate curriculum which meets pupils' needs, including, where relevant, provision through partnership with other organisations?</b></p> <p><b>Grade 2</b></p> <p>KS4 provision improved substantially through partnership working in 2009. <b>Impact:</b> 99% of students gained at least 1 GCSE pass in 2009 Increased range of courses now includes CBE Diploma, NVQ in Engineering, BTEC in Fashion, OCR National in Travel &amp; Tourism and ICT; GCSEs in Dance and Catering, Young Enterprise, ESOL, Triple science. Increase in variety of science courses including BTEC a strength. ASDAN Youth Awards in place. Diploma in SHD, ELBs and SAL all at level 1 to be added 2010. Big <b>impact</b> on foundation learning. <b>(Spec status)</b></p> <p>10-15 students in years 10 and 11 take NVQ level 1 &amp; 2 courses at West Suffolk College and the British Racing College through IFP programme</p> <p>Outstanding feature of curriculum is excellent alternative curriculum provision funded by P2E, SEP, HYPHOP plus Entry Level Certificates in English and Mathematics using ESF funding. All contribute to v. low NEET figure 2009.</p> <p>Participation in The Winning Post for Y9 students (learning activities based at The National Stud)</p> <p>EAL students have specialist help. Differentiation in schemes of work. Newmarket Learning Centre now providing literacy support for EAL students weekly.</p> <p>Functional skills piloted 2008-9 and now embedded. English dept developing schemes of work based on dialogic learning, and making links with local businesses to develop this. <b>(Spec status)</b></p> <p>PLTS are core aspect of extension day provision and CBE course. PLTS also now central to all history lesson objectives. <b>(Spec status)</b></p> <p>Planning Curriculum 2012 for reorganised school well in hand with middle school staff.</p>	<p><b>Develop foundation learning. (Spec status)</b></p> <p>Ensure that all the different awards/ qualifications in Y10 are introduced effectively</p> <p>Citizenship: need to develop the scheme of work with engaging lessons, and find an appropriate accreditation route. <b>(Spec status)</b></p> <p>Within our local 14-19 partnership we need to implement ELB and SHD diplomas for 2010.</p> <p>Need to improve schemes of work to include differentiation.</p> <p>We need to improve the access for EAL students to the curriculum.</p> <p>Provide more foundation learning through existing courses</p> <p><b>Build staffing to deliver a curriculum in 2012</b></p>	<p>Work with LA to develop Foundation Learning</p> <p>Share good practice for quality assurance for introduction of new courses</p> <p>Citizenship team to meet with HoD each week after May half term to plan and prepare. HoD to plan accreditation.</p> <p>Line leads to meet teams after May half term to plan T &amp; L activities</p> <p>HoDs to RAG rate Sow and improve where necessary.</p> <p>Ask students what their needs/experiences are. Use a staff forum to report to staff, share good practice, hear from La expert.</p> <p>Provide certificate of achievement accreditation for appropriate students within subjects, beginning with history <b>(Spec status)</b></p> <p>Implementation plan devised. Transition plan also needed.</p>	<p>RD/GN</p> <p>JF + HoDs</p> <p>HoDs</p>	<p></p> <p></p> <p>June 2010</p>	<p>Gng grnd</p> <p>New NC ECM4</p> <p>One to one budget</p>	<p>E01</p> <p>I05</p> <p>I04</p>	

<p><b>Curriculum requirements</b></p> <p>Curriculum meets current curriculum requirements.</p> <p>Uptake of MFL at GCSE: 37% in Y10 Sept 2009; 23% in 2008.</p>	<p>Personal, learning and thinking skills need to be taught across the curriculum.</p> <p>Functional skills will become a core part of every year 10 student's curriculum from September 2009</p> <p>We need to plan to provide sex and relationships education, and drugs education, within our citizenship structure, or in half day/full day courses.</p>	<p>Place at heart of extension days</p> <p>PLTS self assessment doc created &amp; used by extension group leaders and students.</p> <p>PLTS will be incorporated into planner so that students can build up self assessment record.</p>				
<p><b>Enrichment activities</b></p> <p>After hours clubs offered in music, sport, maths, GCSE PE, ICT, general studies AS &amp; A2, archaeology, oral history <b>(Spec status)</b>. 100+ students signed up in September 2009. Activities Fair in September increased take up of enrichment activities, especially sporting activities, in 2009-10.</p> <p>Opportunities to participate in national competitions eg newspaper day; public speaking) are exploited. <b>(Spec status)</b></p> <p>Musicians participate in a range of activities including the annual pyramid music workshop culminating in a concert for parents.</p> <p>Trips and expeditions provide leadership opportunities and rich experiences; eg hockey tour 2009, Malawi world Challenge 2009.</p>	<p>Need to increase uptake and range of extension opportunities.</p> <p>Develop cross curriculum working,</p>	<p>Activities Fair in 2010 will involve Leisure Centre.</p> <p>Will amend CPD programme times to permit staff to run enrichment activities 3pm-4pm.</p> <p>Each department will be expected to run an enrichment activity.</p>	JF		ECM1 Hlthy sch	

<p><b>Extended services</b> Strength: pathfinder funding introduced in 2008/9 has enabled more economically disadvantaged students to partake in after college and extra-curricular activities including music tuition, trips and visits. Weakness: there is very little family support offered in this locality</p>	<p>We need to develop a coherent extended services provision involving youth workers and family support workers.</p>				105	
<p><b>Impact of Specialist humanities status</b> 2009-10 new programme of extension days led by T &amp; L group and specialist teams. Wide range of innovative learning opportunities made available to students, and PLTS developed.  Increase in range of courses offered, including applied learning (KS4 Leisure &amp; Tourism from 2007; OCR National Travel &amp; Tourism Level 3 in 2009) Appointment of humanities technician to support departments, eg by developing departmental websites, creating learning resources, mounting displays of students' work, producing termly newsletter for parents and feeder colleges. Range of activity days and events in geography, history and English have raised our profile with feeder middle colleges and improved recruitment. Teachers from specialist departments have worked on Leading in Learning <b>Impact:</b> 98% of students take at least one of geography, history, travel &amp; tourism or youth award at KS4. Uptake of history well in excess of national average. 99% of students take English Literature as well as Languages. Large uptake of specialist subjects at KS5 – 68 L6 A2 students, one third in Eng; one third in Hi; one third in Ge/Tt; one sixth in Film Studies; similar proportions in U6. We deliver both Ge &amp; Tt for NWSP 6<sup>th</sup> form Whole college enrichment days introduced in 2008/9; some of these based on humanities subjects. Hums staff have led on the design of these days.</p>	<p>Ensure a PLTS focus for all trips &amp; enrichment activities (OFSTED)  We need to build further curriculum links with work experience placement employers in a rang of curriculum areas to increase the applied nature of learning.</p>	<p>Explicit PLTS objectives in all trips  Students will research and present a report on the business they go to for work experience.</p>	<p>SLT  JF/CX/Tutors</p>	<p>July 19<sup>th</sup> 2010</p>	<p>OFSTED  ECM5 New NC</p>	

Section A3.4	Vision						
Self Evaluation	Identified priorities	Improvement Plan	Who	When	ECM/govt	Finance	
<p><b>A3.4 How effective is the provision in promoting support, guidance and care?</b> Grade 2</p> <p>Main strength is support for individuals. One to one mentoring in place from Sept 2009, but impact variable. (see 1b and 3b above)</p> <p><b>Intake into Year 9:</b> Members of SLT interview all intake students with their parents in the February before transfer.</p> <p>Clear induction programme (including buddy festival in September: Y11 buddies work with Y9 on activities) ensures smooth induction into year 9 for students. Impact: Interviews with year 9 students and telephone calls home in September show that students settle happily here.</p> <p>Good KS3 results indicate happy learners making good progress.</p>	<p><b>Evaluate the merits of vertical tutoring and implement if agreed.</b></p> <p><b>Develop the lead tutor role.</b></p> <p>Need to review pastoral system to provide clear leadership and lines of accountability, to review the role of the personal tutor and how it is split between the tutor and the mentor.</p>	<p>Research plus report with recommendations to C &amp; B</p> <p>Contiue to develop the coherence of team of all pastoral support staff (extended services, student support, students intervention, SEN, CAF etc)</p> <p>Investigate the role of the house system within a modified pastoral organisation</p>	<p>WD/SLT</p> <p>SLT</p> <p>JF + team</p>	<p>May 2010</p>	<p>Gng ground</p> <p>ECM3</p> <p>Pers tut</p>		
<p><b>Exclusion provision</b></p> <p>PSPs are in place for the few students at risk of exclusion (currently there are 8 students working with the Inclusion Officer). Behaviour support leader appointed Sept 2008 to work with 6 students most at risk of exclusion. Four students at risk of exclusion attend an offsite alternative provision for between 1 and 3 days each week. PSPs are proving successful in improving the behaviour of students.</p> <p>In September 2009 a new system of internal isolation was established to deal with and support students in danger of a fixed term exclusion. This has proven a successful deterrent for some students.</p>	<p>Need to reduce the rate at which students escalate through the red button procedures, and intervene earlier to prevent escalation.</p>	<p>Behaviour contracts are to be introduced as part of the red button response.</p> <p>Pre PSP mentoring, plus a CAF for students experiencing multiple red buttons.</p> <p>During PSP process, alternative curriculum triggered.</p>			<p>ECM3</p> <p>Extend schls</p>		

<p><b>Support for learners.</b></p> <p>Every student now has a personal mentor to talk to for 15 minutes each half term. Sixth form mentors, business mentors and Aim Higher mentors are available to students needing individual support.</p> <p>EAL support is strong (see 3c)</p> <p>Gaining ground funding used to purchase extended services provision.</p> <p><b>Impact:</b> some students have benefited greatly from one to one support, and have improved their academic performance as a result of mentoring. Parent focus groups set up for regular contact to help parents support students. <b>(Spec status – humanities technician)</b></p>	<p>Need to increase extended services support to needy children and families and assess its impact</p>	<p>Ensure greater impact from extended services (Youth service, Connexions, School nurse service)</p> <p>Use before and after questionnaires to assess impact of extended services.</p> <p>Make greater use of “Team around the Child” meetings to pull in resources.</p>	<p>JF + pastoral team</p> <p>D Bugg</p>		<p>NEET</p> <p>NEET</p>	<p>I04</p> <p>I06</p>	<p>£500</p> <p>£10000</p>
<p><b>Information, advice and guidance</b></p> <p>Students well supported by Connexions adviser; additional Connexions PA time from 2009 especially focused on potential NEETs, students with behaviour problems, learning difficulties, attendance problems or other special needs. Participation in P2E programme also improves preparation for working life. Taster sessions for ELBS diploma (and others) offered. <b>(Spec status)</b></p> <p>We work closely with West Suffolk College and Mildenhall Technology College to provide impartial advice on courses available post 16. NWSP IAG held up as an exemplar in Suffolk. College has achieved CEIGS standard. Geography ambassadors (ex students on geog degrees) attend post 16 info eve. <b>(Spec status)</b></p> <p>Counsellor available on site to support individual students. Parents have also benefited from the intervention of counsellors. Youth Service work with a girls group (potentially disaffected) in school each week.</p> <p>Individual mentoring has a role here too (see A2.2)</p> <p>Staff &amp; student voice evaluation of mentoring programme has revealed patchy delivery.</p>	<p>Need to reduce the number of NEET students by tracking and individual support.</p> <p>Embed &amp; evaluate individual mentoring programme</p>	<p>Need earlier identification of pre NEETs through liaison with middle school</p> <p>Make use of HYPHOP funding and mentoring to improve attitudes to education.</p> <p>Vocational support conference extended to year 10 in March 2010</p> <p>Annual careers convention for all year groups to begin summer 2010</p> <p>Timetables will show mentoring period.</p> <p>Student reflection page in planners will aid mentoring discussion.</p> <p>Traffic lights go to mentor at start of each half term.</p> <p>There will be more regular, structured student issues meetings.</p> <p>We will monitor the frequency of mentoring more effectively, and act on our findings.</p>	<p>JF + pastoral team</p> <p>A Clarke JF</p> <p>JF</p> <p>RD/ J Hill</p>		<p>ECM5</p> <p>ECM5</p> <p>OFSTED ECM3</p>		

<p><b>Vulnerable groups</b>  In the last year an extended services coordinator was appointed from within the college staff. This person provides a link with extended services and all referral (other than CP) are made through the coordinator. She is also responsible for engagement of key professionals outside the school through the CAF process.  Boy group &amp; girl group set up to meet youth worker each week.  Funding for PCSO secured.  A representative of the traveller education service works closely with the traveller families in our college. These students are achieving at an appropriate level given their prior ability. Impact of support is seen in the good attendance of two year 11 traveller students who had not attended college regularly before.  Extended schools pathfinder project enables students who are economically disadvantaged to access more extra - curricular activities.  Specialist staff in place - two fully trained child protection officers; governor with responsibility for child protection issues. Child protection policy last updated in 2007. Child protection training given to all staff in 2010. Race and the law dealt with by visiting police in Y9 citizenship programme.  EAL students assessed on arrival; all have access to ESOL qualifications (all obtained one in 2009); notices around in college in Polish, induction booklets in Polish.  An assistant headteacher has responsibility for looked after children, of whom there is currently one.  Provision for EAL students (currently 31, 5%) is good. Polish TA and teacher with EAL expertise provide teaching support. Whole staff training from the LA to give staff strategies for dealing with EAL students in ordinary classrooms.  There is more rigorous central monitoring for LAC, traveller children, BME groups, and EAL students, in terms of attendance, attainment  <b>Impact:</b> Tracking procedures show that in 2009 all 14 EAL students were successful in gaining at least 2 GCSEs at grades G or above; 86% gained 5+ A*-G grades; one Polish girl gained 5 A* grades.  Heads of department report to line manager on vulnerable group attainment after each EFG event.</p>	<p>We need to improve access to emotional support by appointing a school nurse, and by enlisting the help of local family support services.</p> <p>We need to improve our procedures for admitting EAL students by providing better induction, and by increasing the TA support for these students.</p> <p>Heads of department must take ore responsibility for monitoring and intervention with vulnerable groups</p>	<p>Investigate, fund and appoint a family support officer. (see A3.4 above)</p> <p>Devise a way of assessing the impact of extended services</p> <p>PCSO to be appointed, inducted and given a job description</p> <p>Relevant staff will be asked to devise a plan and produce appropriate documentation.</p> <p>There must be appropriate interventions based on the findings from EFG analysis.</p>	<p>CR</p> <p>D Bugg</p> <p>CR/D Bugg</p> <p>PL, S Ayres, A Clarke</p> <p>Hds of dept</p>				
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Section A4	Vision Leadership is embedded at all levels of our College community; it is innovative and creative and drives our improvement and successes.					
Evaluation	Identified Priorities	Improvement Plan	Who	When	ECM/govt	Finance
<p><b>How effective are leadership and management in:</b></p> <p><b>A4.1 Communicating ambition and driving improvement?</b>  <b>Grade 2</b>  Judgement is good, but with some concern about consistency of leadership at all levels. Strengths are rigorous monitoring (eg dept review, interim review), strengthening accountability of middle leaders, good partnerships to develop expertise (eg Swavesey) and good quality data increasingly used by HoDs.</p> <p><b>Monitoring and improvement of performance</b>  Middle leaders</p> <ul style="list-style-type: none"> <li>• have clearly delegated responsibilities including curriculum, policies, budgets, student behaviour.</li> <li>• have taken an increasing role in the evaluation of their own curriculum areas, and training for this role has been given</li> <li>• are monitored through Performance Management, departmental reviews, line management meetings with SLT link staff. Proforma for line management discussions gives more structure to discussions and ensures that action points are monitored. (evidence available).</li> <li>• use common framework to link improvement planning and self evaluation to ensure coherence in planning.</li> </ul> <p><b>Impact:</b> Better identification of strengths and weaknesses in subject areas, and improved results.</p> <p><b>Improvement Planning:</b> CIP now incorporates SEF, giving clearer route to improvement. Biennial review of each department plus interim reviews gives opportunities for more monitoring conversations, including with governors. .</p> <p>Partnership work with maths department has had good impact on schemes of work, and is a good model for other departments.</p>	<p><b>Continue to coach and develop leadership from and for all staff.</b>  Enhanced line management (OFSTED)  Middle managers to have a bigger role in self evaluation and school improvement.</p> <p>Ensure that there is greater consistency in the quality of teaching across all subjects, through close monitoring, training and support.</p> <p>Develop T &amp; L in maths &amp; science with L:A support &amp; Partnership working (OFSTED)</p> <p>Develop accountability of middle leaders (OFSTED)</p> <p>Ensure effective line management for support staff</p>	<p>Make line management links stronger through:</p> <ul style="list-style-type: none"> <li>• better financial monitoring</li> <li>• better intervention monitoring</li> <li>• acting on outcomes of reviews</li> <li>• focus on student progress &amp; quality of T &amp; L</li> </ul> <p>Make use of line management proforma.  Use partnership resources to provide coaching for leadership and management.</p> <p>Need to plan for partnership and LA interventions in straightened financial circumstances. Maths model needs to be adopted elsewhere.</p> <p>Results analysis, dept reviews &amp; interim reviews reported to C &amp; A; HoD to attend C &amp; A to discuss</p> <p>Departments must link SEF and DIP effectively, following whole college model</p> <p>Develop an effective line management process for support staff</p>	<p>SLT</p> <p>SLT</p> <p>SLT</p> <p>RD</p> <p>HODs</p> <p>AA</p>		<p>ECM3</p> <p>Gng grnd</p> <p>OFSTED</p>	<p>E03/E05</p>

<p><b>Professional Development</b> Performance management reviews and improvement plans identify PD needs which are costed into plans. Assistant head oversees budget, establishes priorities in the light of needs. Feedback from courses shared with other staff. Gaining ground partnership with Swavesey is having impact on leadership of maths and science. <b>Impact:</b> signs of improvement in leadership of science and maths. New performance management processes Oct 2009 have been reviewed. Better links made between performance management and the changing nature of professional development CPD planned in the light of performance management The link between CPD and school improvement is a priority</p>	<p>Improve work life balance and professional well being.  Engage with focus group/survey to find out what would make our lives better, and what structures &amp; support services would make our work more effective.</p>	<p>Working group to meet SLT to discuss actions  Consider modifying time of CPD sessions to enable middle school staff participation.</p>	<p>WN, CX, K Nolan SLT  FY</p>		<p>OFSTED  SOR</p>		
<p><b>A4.2 The leadership and management of teaching and learning Grade 2</b> <b>Inclusion</b> The college leadership team stresses the importance of personalising the curriculum and providing appropriate courses and support for each student. Training for middle managers, plus more sharing of good practice, is improving their leadership of teaching. There is a developing culture of innovation in teaching and learning. This can be exemplified by the development of dialogic learning. This has been led through staff involvement in the teaching and learning group and has been adopted into the CIP. Target setting and tracking are rigorous at all levels, from the individual student, to the class teacher, head of department and senior staff. Students with SEN are given a high level of support, matched appropriately to their needs. Students with behaviour issues are offered alternative provision, both in and out of college, supported by HLTAs as well as teaching staff. EAL students are well supported via our specialist TAs and teachers. All are entered for GCSEs, and some move successfully to Level 3 courses here and elsewhere.</p>	<p>Every Child Matters framework needs to be embedded in all aspects of school life.  Need to make innovation in T &amp; L more consistent across the school.  Need to make better provision for EAL students Need to raise the profile of tackling racism and bullying (OFSTED)  Deal with latent racism within students and be clear about the messages</p>	<p>Make more use of this framework in terms of student voice (student lunches with SLT, parent focus group discussions)  Team meetings must have a T &amp; L focus. Provide a framework for agenda for meetings focusing on T &amp; L. T &amp; L monitoring period to be provided on timetable. Middle managers to challenge and improve performance (see A3.1)  Review bullying and equality policies and ensure all staff adopt new policy  Focus group run by youth service to establish nature of issues,. Report to school council &amp; SLT Emphasise and celebrate diversity in citizenship programme and RE. Conduct action research on why there is latent racism.</p>	<p>JF  SLT  Youth service  HoDs</p>		<p>ECM1 SEAL  OFSTED</p>	<p>I04</p>	

<p><b>Humanities specialist status</b></p> <p>Hds of Eng/Ge/Hi lead development of AFL and intervention strategies. These departments lead T &amp; L activities in staff forum and CPD sessions. By means of paring up with other HoDs they have spread expertise in T &amp; L.</p>	<p>Common skills from English to be shared and reinforced across all subjects <b>(spec status)</b></p>	<p>Key skills identified, promoted to all subjects and students, possibly via planner and posters for positive reinforcement.</p>	<p>HS + HoDs</p>				
<p><b>A4.3 The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b></p> <p><b>Grade 2</b></p> <p>Governors are active, well informed and bring expertise in financial, personnel and curricular fields. They contribute actively to the drawing up of policies. They make rota visits, with a focus on ECM (evidence available) and maintain links with departments.</p> <p><b>Impact:</b> achieved FMSIS in 2010;; operate within budget to give value for money in terms of outcomes for students.</p> <p>There is increasing engagement of governors through department reviews, governor presence at SIP reviews, two joint partnership committees (SOR with middle schools, and NWSP with Mildenhall) ; joint staff governor working parties (ICT). Task groups of governors deal with for example personnel issues (SOR)</p> <p>Governors take a key role in evaluating the college. Thorough analysis and discussion of student achievement and results takes place at Curriculum and Assessment Committee. HoDs report outcomes of reviews to governors. Governors provided challenge when discussing our results, and when considering our plans for partnership with Mildenhall College of Technology.</p>	<p>Engage governors more in the core business of the school</p> <p>Need to report to governors the results of pupil and parental surveys at relevant sub committee; and need to strengthen their link with parents.</p>	<p>Chair of governors will ensure better attendance at meetings. Invite governors to the focus group staff lunches</p> <p>Consider inviting governors to student council</p>	<p>V Smith CR  JF</p>				
<p><b>A4.4 The effectiveness of the school's engagement with parents and carers</b></p> <p><b>Grade 3</b></p> <p><b>Parent/Carers</b></p> <p>Annual parent satisfaction survey on individual tutorial day. 2009 sample was 193 parents representing all year groups.</p>	<p><b>Develop parental engagement</b> Need to seek the views of parents on a wider range of issues and in a wider range of ways</p> <p>Need to provide better quality and more timely information to parents.</p>	<p>Provide a rough guide for new parents Make more use of email distribution groups Review the composition and role of the PTA Use the PTA to run sessions on drugs, bullying, living with teenagers</p> <p>We will provide a FAQs area about the 6<sup>th</sup> form on our website.</p>	<p>DW/Mrs Street  DW DW CR + parents</p>		<p>Comm coh  ECM1</p>		

<p>(Evidence: questionnaire results available). Impact:</p> <p>Parents of applicants to join the sixth form attend an individual interview in February each year with their son/daughter. 85% of parents attend these interviews and notes of the discussions are made and passed to heads of year and tutors. (Evidence: notes available) <b>Impact:</b> Parents tell us they are pleased to have spoken to a member of our staff individually.</p> <p>Parents are invited to the individual tutorial day each November and to parents evening where attendance rates are high,( 63% for year 11 in Dec 2009).</p> <p>Parents indicating problem areas in annual parental survey are contacted individually.</p> <p>Parent focus group established – parental forum, to gauge views on events such as option process, work experience</p> <p>For students with SEN or behaviour needs there are individual discussions including those at review meetings to set up or monitor PSPs. (Evidence: reviews/PSPs available)</p> <p>PTA (5 parents, 6 staff) is moribund; plans being made to increase engagement of parents in decision making. The views of the committee are sought on various aspects of college life including uniform, college meals, extra-curricula activities and educational events for parents. (Evidence: minutes available)</p> <p>PTA supports the college financially and socially. Information events for parents include a talk on Raising Boys (Sept 2007); induction evenings for Y10 &amp; L6, and a GCSE revision evening.</p> <p>The PTA and the Community and Buildings committee of the governors are debating ways of encouraging a greater degree of parental involvement with the college.</p>		<p>We will personally invite parents belonging to middle school PTA to join ours.</p> <p>WE will add a parents’ forum to the calendar once per term. Governors will also be invited.</p>				
<p><b>A4.5 The effectiveness of partnerships in promoting learning and well-being</b> <b>Grade 2</b></p> <p>Extended services: provision is improving. Effective links are made with other providers including health professionals. Appointment of extended services co-ordinator has increased coherence and impact of provision.</p> <p>Half termly meetings involving all those involved in the safety and welfare of young people, including the police, the EWO,, community education workers , college staff ensure that we have a view of the whole child, and devise strategies to support individual students.</p>	<p>Develop the role of the extended services coordinator</p>	<p>Integrate the CAF process with the extended services coordinator role</p>	<p>CR</p>		<p>SOR</p> <p>Ext serv</p>	

<p>Aim Higher, the Ormiston Trust, the Prospect Trust, the National Stud all provide activities and/or mentors to support the individual needs of students.</p> <p>Gaining Ground partnership with Swavesey is leading to better T &amp; L in maths and science, and support for developing middle leadership. Newmarket Trust - plans in place to achieve trust status for partnership of upper, middle and primary schools in Newmarket. Impetus partly from local reorganisation of schools, and closure of middle schools. Excellent work being done on joint curriculum planning for 2012. Good liaison already developed through specialist status outreach work, allowing us to build deeper relationship. <b>(Spec status)</b></p> <p>College working with LA and NWS partners to ensure Foundation Learning in place <b>(Spec status)</b></p> <p>PE summer school between years 8 and 9 creates good ethos, and smooth transition to the college. 40 students participated in 2009. <b>Impact:</b> younger students are well informed about the college, and have opportunities to take part in enrichment activities.</p> <p><b>Humanities specialist status</b></p> <p>Outreach work of <b>humanities specialist status</b> includes G &amp; T activities in middle and first schools, book club in middle schools, study days provided at the college. Termly meetings of subject teachers ensure excellent curriculum continuity, use of bridging projects, and good data transfer so that students are moved on quickly. Joint CPD projects with middle school staff led to development of innovative and active learning in KS3.</p> <p>Humanities staff from here have worked with both first and middle school staffs to provide CPD for staff, to develop T &amp; L activities in history, to develop the geography curriculum, and to enrich the English curriculum. Outcomes at KS3 in geography and history have improved as a result of these interventions.</p> <p>Proportion of students joining us from middle schools has improved as they become more familiar with our staff and our premises through joint activities. (ECM)</p> <p>As a result of parental interest we ran local history and researching your family tree lectures, and are now conducting an oral history project.</p> <p><b>Humanities specialist status</b> has enabled us to run courses for the wider community including parents of EAL students, U3A, Montessori nursery pupils.</p> <p>Links with Dutch school built by international citizenship coordinator, leading to joint activity for year 9 in March.</p> <p>Heads of ge, hi and English network with local HoDs in E England to develop courses and pedagogy. Member of Eng</p>	<p>Work more closely with middle schools</p> <p>Participate in LA pilot schemes- SEP, P2E, HYPHOP</p>						
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<p>dept is lead practitioner - has delivered CPD at and for other schools.</p>						
<p><b>Community stakeholders</b></p> <p>Newmarket Business Association,; Principal is committee member; The lower sixth business studies course and the Leisure &amp; Tourism Applied GCSE and L3 Travel &amp; Tourism are all developing excellent links with employers, which we need to extend to other subjects. <b>(Spec status)</b></p> <p>Members of staff attend termly meetings of Neighbourhood Watch, which are held at the college, thereby keeping in touch with the views of local residents.</p> <p>Termly meetings with the local clergy to plan assemblies and other opportunities for students to experience faiths in action.</p>	<p>Build better employer links with Diploma courses and other applied courses</p>	<p>SSAT Applied learning CPD for NW Suffolk Partnership <b>(Spec status)</b></p>	<p>May 20101</p>		<p>ECM3 Comm coh</p>	
<p><b>14-19 Partnership</b></p> <p>Members of NW Suffolk 14-19 consortium with West Suffolk College, Mildenhall Technology College and the British Racing College. Single sixth form with Mildenhall from September 2009. Successfully running a more vocationally oriented curriculum 14-19.</p> <p><b>Impact:</b> Increased range of vocational courses, including Travel &amp; Tourism, and diploma in CBE from 2009, Diploma in ELBS, SHD and SAL in 2101. NC led the planning for ELBS Diploma to extend spec status courses. <b>(Spec status)</b></p> <p>Partnership has a part time seconded manager, who will plan joint working arrangements, including a common prospectus, joint training, and joint delivery of courses.</p> <p>Within this partnership we have established joint provision with Mildenhall Technology College. From September 2009 this entails a small number of student travelling between the Colleges to attend joint courses. This is a pilot provision prior to the establishment of a single Forest Heath 6<sup>th</sup> Form, with appropriate governance, in September 2010. For the single 6<sup>th</sup> form we will be able to offer post 16 students in Forest Heath over 50 courses at levels 1, 2 &amp; 3. NC is the only provider of post Geog and Travel &amp; Tourism for the partnership because of its expertise in these areas. <b>(Spec status)</b></p>	<p>Need to increase the diversity and viability of post 16 courses in partnership with others.</p> <p>Plan for joint governance with MTC</p> <p><b>Ensure sustainable logistics for joint working</b></p>	<p>Run more joint activities for staff and students</p>	<p>GN/ RD</p>			

<p><b>A4.6 The effectiveness with which the school promotes equal opportunity and tackles discrimination</b>  <b>Grade 3</b></p> <p>Strengths are rigorous monitoring of performance of different groups through WAG analysis; achievements of EAL students both in English and in their own languages; excellent support received from Traveller Support Service to ensure success of ex-traveller students; increased emphasis on international citizenship and multicultural issues through the curriculum and assemblies.</p> <p>EAL students given access to ESOL tuition, additional literacy support and accreditation to increase participation in curriculum.</p> <p>EAL students befriend new students, and wrote induction booklet for them.</p> <p>The College has arranged e.g. meetings for EAL students and their families to discuss attendance issues. Effective use is made of a Polish TA.</p> <p>We need earlier and more consistent intervention with EAL students.</p> <p>There is an increased focus on student voice through the year and</p>							

<p>school councils and through department reviews and SLT lunches. Students need to feel that these make a difference.</p>					I04	£500
<p><b>A4.7 The effectiveness of safeguarding procedures ?</b>  <b>Grade 2</b>  Child protection policy updated by staff and governors annually; Safeguarding training provided for all staff, Spring 2010.  All members of staff are CRB checked on appointment, we adhere to LA regulations on CRB checking for appointees; risk assessments are in place for activities and trips. <b>Impact:</b> 98% of parents feel their child is safe and well cared for at college. (Nov 2009 survey). All staff received college safe training Sept 2009  Leaders of trips undertake risk assessments in advance.</p>		<p>Use ECM headings in all reviews and in student voice  Identify ECM in dept improvement plans  Make staff more aware of ECM.</p>	<p>SLT  HoDs</p>	Gng grnd	E09	

<p><b>A4.8 Ensuring the school contributes to community cohesion?</b>  <b>Grade 3</b>  A significant area of development within the College is to promote leadership by students and to encourage community participation and contribution.  Students from the College are involved in Forest Heath Youth Forum, the Newmarket Town Youth Council and a local police focus group.</p> <p>One of the aims of the proposed Newmarket Schools Trust is to involve partners from outside education to become involved with schools to provide opportunities for young people within the local community. This development grew out of specialist school liaison. <b>(Spec status)</b></p>	<p><b>Train 6<sup>th</sup> form leaders</b></p> <p><b>Develop student leaders in subject areas</b></p>		<p>JF</p> <p>AA</p>				
<p><b>College community</b></p> <p>Successful DoFE scheme in place from Sept 2009. EAL students welcomed into the college and integrated into all aspects of college life; these students have written an induction booklet for new EAL students, with pictures, maps and key words; notices around college are in several languages; Polish students have after college clubs and Christmas party.</p> <p>Traveller children successfully integrated into Y11.</p> <p>Achievement of EAL students is good:. We monitor the attendance of EAL students, and act as necessary.</p> <p>Pathfinder funding used to enable EAL students to have access to enrichment activities including additional English lessons. <b>(Spec status)</b></p> <p>We have statutory policies on race, disability, gender equality, child protection, and we monitor racist incidents and deal with them appropriately.</p>	<p>As part of the service criteria for DoFE we are looking to develop a "volunteering" database.</p>	<p>Teacher i/c student leadership appointed Students to run music event as part of 2009 Newmarket Festival</p> <p>Look for other opportunities for community projects  Involve students with local police panels</p>	<p>i/c student leadership</p>		<p>ECM3  Comm coh</p>		

<p><b>Hard to reach groups</b></p> <p>Children in care: clear procedures in place to monitor and support.</p>	<p>Need earlier identification of students in hard to reach category</p>	<p>Ask middle schools who are the hard to reach and try to reengage them. Offer individual meetings with staff and work with them in advance of their arrival</p>	<p>JF</p>		<p>ECM4 Comm coh</p>	<p>E01</p>	<p>£1000</p>
<p><b>Local community</b></p> <p>Have delivered ESOL lessons for Polish parents; <b>(Spec status)</b> EWO ran an evening meeting for Polish parents on how to ensure students are making the most of their educational opportunities, and making parents aware of their responsibilities.</p> <p>Students engage in and lead local projects such as creating a BMX park near a housing estate and creating a woodland walk and nature trail on college land. In July 2009 a small group of students led an all day music festival (Teenfest) in the college grounds as part of the Newmarket Town Festival. <b>(Financial support from Spec status)</b></p> <p>From September 2009 6<sup>th</sup> form students will be encouraged to become involved in a community participation project.</p>		<p>Develop curriculum based international partnerships Develop town twinning activities</p>	<p>BT  JF/BT</p>		<p>Comm coh</p>		
<p><b>UK Community</b></p> <p>Strengths are units of work in geography, citizenship, PSHE and RE where there is a focus on diversity and human rights.</p> <p><b>Wider community</b></p> <p>Charity fund raising led by students for various overseas projects; 6<sup>th</sup> form about to establish a link with a sponsored child in Kenya, and two students to teach English in Thailand summer 2009. Geography display - geography in the news raises awareness; geography students exchange news with partner Kenyan college;</p>							

<p><b>Effective delivery</b></p> <p>Ethos of the college is inclusive: evidence from governors' rota visits.</p>							
<p><b>A4.9 Deploying resources to achieve value for money?</b></p> <p><b>Grade 3</b></p> <p>Judgement has to be 3 because of attainment grade, but the school operates within budget.</p> <p>Governors' Finance Committee undertakes self evaluation of this role. Benchmarking data scrutinised in committee.</p>		<p>Better monitoring of expenditure by cost centre holders in place from April 2010</p>	<p>HoDs + line managers</p>		<p>Gng grnd</p>		

Section 6	Vision Newmarket College will support its post 16 students in developing their independence, leadership and aspirations allowing them to become resilient and successful.						
Self Evaluation	Identified priorities	Improvement Plan	Who	When	ECM/govt	Finance	
<p><b>The sixth form</b></p> <p><b>A6.1 Outcomes for students in the sixth form</b></p> <p><b>Grade 3</b></p> <p>Results at A level increased again in 2009, although results are in line with prior ability. Percentage of A and B grades at A2 fell 3% since 2008. 3 students out of 54 gained more than 500 points.</p> <p>The results of girls were significantly better than those of boys, and much more value was added to girls.</p> <p>The OCR National Level 2 Business Studies group achieved 4 merits, and 10 passes. Ten of these Level 2 students have progressed to A level courses here at Newmarket.</p> <p>Good value added scores were achieved photography, sociology, media studies. Results in all three sciences, French, ICT and history were below expectations in 2009.</p> <p>AS results in 2009 were poor, particularly in ICT, geography, biology, art, PE, chemistry.</p> <p>Staffing problems in geography and history now resolved.</p>	<p><b>Post 16</b></p> <p>Work to raise the average points score per entry, by better monitoring of Working at Grades, and detailed work with departments where results are below expectations.</p> <p>Make greater use of electronic communication, including VLE to give students better access to learning materials</p>	<p>Need to ensure that follow up of WAG tracking is thorough; must monitor this better. Must also monitor individual tutoring more closely and ensure high standards..</p>					
<p><b>Specialist subject attainment targets</b></p> <p>The subjects taught by the English department (English, media studies, film studies, and theatre studies) were some of the most successful.</p>							

<p><b>A6.2 The quality of provision in the sixth form</b>  <b>Grade 3</b>  <b>Quality of teaching and learning</b>  The quality of teaching and learning in the sixth form is seen to be good in departmental reviews and is developing well across all subjects. Whilst the provision of teaching and learning is good, progress is only satisfactory. – hence an overall grade of 3. Teachers s are not sufficiently demanding of high standards; students are too dependent; work ethic is lacking.</p>	<p><b>Encourage and nurture independence and resilience in 6<sup>th</sup> form students</b></p> <p>Need to increase the amount of independent learning  Students need access to an area of the website where suggestions for background study for all subjects can be found, to support work in class. Suggestions must be focused, with timed deadlines, and changed every half term.  We should consider re-modelling 6<sup>th</sup> form work areas to encourage independent study.</p>	<p>Run a half day study skills session for L6 in September.</p>	<p>GN</p>		<p>ECM3 Gng grnd</p>	<p>102</p>	<p>£200</p>
<p><b>Suitability of curriculum and other activities</b>  The course provision has improved substantially, leading to a much higher retention rate this year. Currently provide 22 AS and A2 courses and 3 level 2 courses in Business Studies, Sport and CBE in partnership with Mildenhall College of Technology. Football academy in place from September 2009  Travel &amp; Tourism Level 3 introduced 2009 <b>(Spec status)</b></p> <p>Facilities for independent study are excellent: well resourced library; dedicated sixth form computer room; dedicated bank of computers in the library; dedicated dining area where 6<sup>th</sup> form may also work.</p> <p>Large uptake of specialist subjects at KS5 – 68 L6 A2 students, one third in Eng; one third in Hi; one third in Ge/Tt; one sixth in Film Studies; similar proportions in U6. We deliver both Ge &amp; Tt for NWSP 6<sup>th</sup> form <b>(Spec status)</b>  About half of our higher education entrants take degrees in Ge/Hi/Eng -evidence available. <b>(Spec status)</b>  General Studies successful AS/A2 and as after hours extension activity pre-16.; Critical Thinking has been taught as a result of Spec Status.</p>	<p><b>More Joint working with MCT staff</b></p> <p>Provide more entry level courses post 16</p> <p>Need to develop suite of additional courses including general studies, the extended project and critical thinking to enhance independent learning skills and improve qualifications of students.  <b>(Spec status)</b></p>	<p>Plan and organise governance, leadership, monitoring, protocols and promotion for single 6<sup>th</sup> form.  Need to gauge success of shared courses using student/parent/teacher voice.</p> <p>Work with partners in NW Suffolk to identify and resource suitable courses</p>	<p>Jt wking grp GN/SC</p> <p>Jt wrking grp</p>		<p>SOR</p> <p>ECM3 Gng grnd</p>	<p>105</p>	<p>£8000</p>

<p><b>Guidance and support</b></p> <p>Half termly progress checks with traffic lights give information on attainment and progress sent home to parents; provides a focus for individual discussion between tutors and students. Students who are performing well according to these progress checks have praise letters sent home to their parents.</p> <p>Sixth formers are taken to a higher education conference each year, and are encouraged to apply for higher education courses. Advice and support is given in college by the head of sixth form, the tutor team, Connexions advisers and outside speakers.</p>	<p>We need better attendance monitoring &amp; follow up</p> <p>Students must meet teachers after every WAG event to agree targets; to be recorded in learning log in SIMs; record to be sent home at the end of term</p> <p>Need to identify other ways for 6<sup>th</sup> form to experience leadership.</p>	<p>Teachers to contact absent students.</p> <p>Will send home Bromcom lesson by lesson attendance report with EFGs every half term.</p> <p>Will introduce 1<sup>st</sup> day calling for absence from lessons for students with attendance below 90%.</p>					
<p><b>A6.3 Leadership and management of the sixth form?</b></p> <p><b>Grade 3</b></p> <p>Whilst OFSTED graded this 2, outcomes are not improving strongly enough for us to support this grade.</p> <p>Sixth form ethos communicated well to parents and students via a written guide sent to all parents in September of the Lower Sixth, and via the tutor team.</p> <p>Tutor team well led by the head of sixth, with an annual tutor conference at which priorities for the year ahead are set.</p> <p>Assistant hd of 6th has clear responsibilities, particularly involving of sixth form students in running various extra-curricular, &amp; social activities, and charity fund raising.</p> <p>The head of sixth monitors teaching and learning in the sixth form during the biennial department reviews; meets each head of department once a year to discuss aspects of their departmental SEF which apply to the sixth form.</p> <p><b>Impact:</b> Sixth form review in March 2008 (evidence available)</p>	<p>Develop community service in 6<sup>th</sup> form (OFSTED)</p> <p>Following change in tutoring system, need to improve communication between tutor and tutee.</p> <p>Training of sixth form tutors to ensure that the principles embodied in the</p>	<p>Consider compulsory regular commitment to community serviced as part of timetable.</p> <p>Review procedures for electing/appointing president &amp; vice president; consider creating other leadership roles so there is broader spread of opportunities.</p> <p>Community service to be undertaken by every year 12 student</p> <p>Provide a system of electronic communication</p>	GN/BT  BT  GN/JF/		ECM4 Comm coh	E20	

<p>included questionnaires for students who indicated that they enjoy sixth form lessons, and have good relationships with their teachers. They feel that they make good progress, although there was variability between subjects in terms of the feedback given to students. This action point is being followed up by the Head of Sixth Form.</p> <p>Teachers of A level geography and PE adjusted aspects of their sixth form teaching following feedback from students during departmental reviews.</p>	<p>sixth form tutor handbook are followed.</p> <p>A greater emphasis on innovative and successful teaching and learning strategies in sixth form lessons, so that students achieve at even higher levels.</p>					
<p><b>Equality &amp; diversity</b></p> <p><b>Resources</b></p> <p>The sixth form curriculum is taught by subject specialists, who participate in county training courses and other forums designed to increase their expertise at advanced level. The college is very efficient in delivering its sixth form curriculum with very little cross subsidy from the rest of the college, and provides very good value for money.</p> <p>Sixth formers have dedicated access to 10 computers in their study room, and a further 10 in the library, and increased use is being made of on-line learning, and video conferencing with other Suffolk colleges. Distance learning and collaboration with West Suffolk College are enabling students to have access to a wider range of courses, including photography. The 14-19 development plan for this locality has given us a structure and an action plan for future developments.</p> <p><b>Impact:</b> Good attendance rates in the sixth form lessons, good results in examinations (2008 value added score -3.7);good progression to higher education and employment with training.</p> <p><b>A6.4 The overall effectiveness of the sixth form</b></p> <p><b>Grade 3</b></p> <p>The sixth form gives good value for money, with a high and improving points score per entry.</p> <p>More students have considered applications to Oxford and Cambridge; two gained places in 2006, and another one in 2007. Boys' results at A level had been increasing, although in 2008 they were significantly worse than the girls. Action: better follow up of poor performance, mentoring.</p>						

<p><b>A8.1 Capacity to improve</b></p> <p>Capacity to improve is good. The expanded SLT gives us good capacity to improve, with clear designation of responsibilities and more time allocated to monitoring functions. New principal from September 2008 is driving forward a number of initiatives</p> <p>The commitment of staff to the college ensures that collegiate decisions are carried through consistently by all staff.</p> <p>The leading from the middle training, plus our own in house middle management training will increase our capacity for good leadership and management.</p> <p>Participation in Leading in Learning initiative is helping us to share and develop good practice in teaching and learning.</p> <p>Closer partnership with middle schools as we collaborate on the new KS3 curriculum.</p> <p><b>Impact of specialism: Humanities specialist status</b> has enabled us to share good practice. A teaching and learning group was established, under the aegis of specialism, in 2008. This group is dynamic and meetings are well attended, and its role was enhanced this year by its integration into the CPD programme. English dept successfully hosts GTP trainees reinforcing the role of this department as a centre of excellence. <b>(Spec status)</b></p>						
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