

# *School Improvement Plan 2009 – 12*

## *Main priorities and purpose*

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<b>Priority: <i>Curriculum</i></b>
<b>Purpose: To deliver, in collaboration with all parties, a personalised, challenging curriculum which maintains high academic achievement and which is inclusive and driven by the intellectual needs of all.</b>
<b>Priority: <i>Student Learning and Support</i></b>
<b>Purpose: To teach the skills students need to become independent and self motivated and responsible learners. To give all learners access to the support networks relevant to their individual development and needs.</b>
<b>Priority: <i>Personnel</i></b>
<b>Purpose: To employ a range of strategies to recruit, retain and develop highly skilled staff in order to deliver and support a broad and balanced curriculum. To work with teacher training institutions and key partners to establish effective methods of recruitment. Deploy suitable methods to retain staff within the school whilst working on planning for succession in key areas of the school.</b>

## SCHOOL IMPROVEMENT PLAN 2009 – 12

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### 1. CURRICULUM

Ref	Key Action	By Whom	By When	Cost	Success Criteria
1.1	<b>Implement adjustments to new shape of the day</b> <ul style="list-style-type: none"> <li>• Create a common time for all pupils in the school to take PSHE lessons. Adjust the school day accordingly to accommodate sessions on one day for 30 minutes.</li> <li>• Conduct survey of staff and pupils to elicit feedback on PHSE work covered.</li> </ul>	GEM	Sept 2009	Nil	<b>Effective PSHE with full timetabled sessions for all forms.</b> <b>Pupils and staff report good coverage of topics and pupils engaged with issues.</b>
1.2	<b>Development of Key Stage 3 (Years 7 – 9)</b> <ul style="list-style-type: none"> <li>• Research the possibility and logistics of condensing KS3 Curriculum, particularly with a view to core subjects of English &amp; Science.</li> <li>• Following research, plan and put in place any significant changes to the KS curriculum in the following academic year.</li> </ul>	AK, PH, GEM	Ongoing	Department budgets	<b>Flexible, changing curriculum in place</b> <b>Pupils motivated and achieving in line with or above expectations.</b>
1.3	<b>Functional Skills</b> <ul style="list-style-type: none"> <li>• Research into delivering Functional Skills in Maths, English and ICT as these are new requirements</li> </ul>	AK, PH	Plans in place for delivering Functional Skills by September 2010	Training (up to £10,000)	<b>Functional Skills delivered across English, Maths and ICT</b>
1.4	<b>Diplomas</b> <ul style="list-style-type: none"> <li>• Research further into diploma opportunities.</li> <li>• Consider with ALG the various Diploma opportunities.</li> </ul>	AK, PH	Easter 2010	Nil	<b>Informed decision made for September 2010</b> <b>Extended opportunities for</b>

					some pupils where appropriate.
1.5	<b>Shared teaching through consortium</b> <ul style="list-style-type: none"> <li>Discuss with ALG the opportunities available</li> <li>Research into schools/HEI suitable for partnership through consortium.</li> <li>Audit needs and availability of subject range within DCHS and possible consortium institutions.</li> </ul>	AK, PH	December 2009	Nil	Links made with consortium schools, collaboration plans begun. Courses available for those pupils who would benefit. Income increased from courses “sold” to others.
1.6	<b>Baccalaureate opportunities</b> <ul style="list-style-type: none"> <li>Revisit initial research and possibilities around International Baccalaureate</li> <li>Consider AQA Baccalaureate and/or further work with extended projects with Yr 12.</li> <li>Recruit EP supervisors</li> </ul>	AK, MS MS, AK	November 2009	Coordinator salary/time  £10,000 Teaching Salaries	AQA Baccalaureate in place for September 2010 Pupils achieve broader aims of course and increase UCAS points.
1.7	<b>Language Review</b> <ul style="list-style-type: none"> <li>Implement findings from language curriculum review</li> <li>Increase breadth of language provision in enrichment periods both during the day and after school.</li> <li>Ensure the language offer is balanced across all year groups &amp; Key Stages.</li> <li>Ensure the assessment of additional languages is standardised e.g through ASSET.</li> </ul>	JJ, AK, TG	Sept 2009 Sept 2009 Sept 2010 Sept 2010	Nil Nil Nil £1000 MFL Specialism	Further Language opps for pupils  Balanced languages across KS 3 & 4 Training for all ML staff to allow standard assessment format
1.8	<b>Sustainability &amp; Curriculum</b> <ul style="list-style-type: none"> <li>Incorporate sustainability strands into the curriculum</li> <li>Incorporate work of sustainability committee through curriculum teaching and initiatives.</li> <li>Incorporate sustainability strands into the ICT</li> </ul>	AK, GEM	Sept 2010		Sustainability issues addressed through PSHE lessons and delivery groups Pupils more aware of issues.

	Development plan				<b>Savings in energy and paper resources</b>
1.9	<b>Review PSHE &amp; cross-curricular delivery</b> <ul style="list-style-type: none"> <li>• Prepare to teach PSHE in teams with HOYs as team leaders</li> </ul>	<b>GEM, AK</b>	<b>Sept 10</b>	<b>INSET/time</b>	<b>Improved delivery of PSHE by specialist teams</b> <b>Increased impact on students leads to improved behaviour, lifestyle choices, attitudes</b>
1.10	<b>Developments in the use of ICT in the classroom</b> <ul style="list-style-type: none"> <li>• Produce ICT Development plan</li> <li>• Establish ICT user group to assess needs and share good practice</li> <li>• ICT strategy group to promote vision and strategy across whole school</li> </ul>	<b>AK</b>	<b>Sept 2009-2012</b>	<b>ICT budget</b>  <b>£7,500 within ICT budget (MFL Specialism)</b>	<b>Coherent ICT strategy shared by whole school learning and results enhanced</b> <b>Systems more efficient for academic and support staff.</b>

## 2. STUDENT LEARNING & SUPPORT

<b>Ref</b>	<b>Key Action</b>	<b>By Whom</b>	<b>By When</b>	<b>Cost</b>	<b>Success Criteria</b>
2.1	<b>Provision for A,G &amp; T Pupils</b> <ul style="list-style-type: none"> <li>• Update the A,G &amp; T register</li> <li>• Review provision across depts. for most able students, ensuring lesson plans include extension tasks</li> <li>• Developing programme of extra curricular activities to extend most able</li> <li>• Reviewing cycle of exams and when students sit them.</li> </ul>	<b>AK/MS</b>	<b>Ongoing</b>	<b>G &amp; T budget</b>	<b>Students at all levels feel appropriately challenged and enriched.</b>
2.2	<b>Provision for school sub groups</b>	<b>GEM, AK</b>	<b>Academic</b>	<b>Mentoring</b>	<b>Greater impact of</b>

	<ul style="list-style-type: none"> <li>Provide a system of support to meet the needs of all students. Identify specific sub groups and allocate support as necessary whilst providing methods of support for all.</li> <li>Put tracking systems in place which ensure we can follow progress of all identified groups</li> </ul>		year 2009 – 10 then ongoing	time	support / mentoring Results for all pupils show added value
2.3	<b>Developments in Student Voice</b> <ul style="list-style-type: none"> <li>Review current structure of Student Voice e.g. School Forum.</li> <li>Work with Deputy Head Girl – Student Voice on ‘the bigger picture’ of student voice and representation.</li> <li>Allow pupils to have representation/a voice on bigger/major development school issues</li> <li>Introduce Student Associate Members of FGB</li> </ul>	TG, GEM, MS	Jan 2010 then ongoing  Oct 2009	Budget of £1,000 per year for School Forum Funded by PA	Increased forms of communication and student representation on major school Issues Students involved in school decision making.
2.4	<b>Develop more posts of responsibility for pupils:</b> <ul style="list-style-type: none"> <li>Possibility of implementing Junior Prefects and year School Forum reps.</li> <li>Engaging pupils in responsibilities within the wider school.</li> </ul>	CR,GEM	July 2011  July 2012	Nil  Nil	New areas of responsibility identified and offered RRS award materials linked to PSHE in all Years RRS School Award achieved.
2.5	<b>Independent Learning</b> <ul style="list-style-type: none"> <li>Promoting independent learning across the curriculum using open questioning and homework task review.</li> <li>Training staff to use open questioning and teach independent study skills</li> <li>Review schemes of work to incorporate this ethos</li> </ul>	GEM, AK	Ongoing	Staff training  Up to £5k	Lesson observations reflect increased use of open questioning and encouraging independent thought.
2.6	<b>Rewards &amp; Sanctions</b> <ul style="list-style-type: none"> <li>Total review &amp; development of new rewards policy.</li> </ul>	GEM, HoY, HoFs, HoDs	By end of May 2010		Working group to report and make recommendations

	GEM – Working group with staff/student input. Bring forward proposals for agreement and action.				on new rewards policy & range of incentives Pupils report that they feel valued and celebrated
2.7	<b>School Trips inc residential</b> <ul style="list-style-type: none"> <li>Map out the number of trips and opportunities available in each KS. Conduct review of the opportunities available to all.</li> <li>Review of possibility of KS4 residential opportunity.</li> <li>Development of Humanities Yr9 curriculum/cross curricular residential.</li> </ul>	<b>GEM</b>  <b>GEM</b> <b>Humanities Faculty</b>	<b>March 2010</b>	<b>Cover to be self funded</b>	<b>Overview and feedback from girls</b>  <b>Proposal ready</b> <b>Fewer requests for additional trips</b>
2.8	<b>Mentoring for Girls</b> <ul style="list-style-type: none"> <li>Review the success of the Big Sister/Little Sister mentoring programme. Implement any changes as necessary.</li> <li>Draw an overview of the mentoring within the school. Develop cohesive systems of mentoring support. Particularly with reference to KS4 &amp; 5 academic mentoring.</li> </ul>	<b>GEM</b>	<b>Sept 2009+</b>	<b>£2,500 for TLR Staff Salaries</b>	<b>More effective and rapid turnover of requests</b> <b>Girls achieve better</b>  <b>Wider use of support by girls in all years</b> <b>Not just academic support</b>
2.9	<b>Uniform &amp; Dress</b> <ul style="list-style-type: none"> <li>Agree &amp; introduce revised Sixth Form dress code</li> <li>Agree &amp; introduce uniform adjustments for KS4</li> </ul>	<b>MS PH, GEM</b>	<b>Sept 2009</b>	<b>Nil</b>	<b>Pupils' appearance improved and everyone happy with dress codes.</b>
2.10	<b>Counselling &amp; Support</b> <ul style="list-style-type: none"> <li>Work with extended services officer to highlight further funding for counselling support.</li> </ul>	<b>GEM AM-S</b>	<b>2010 Sept 2009</b>	<b>Counsellor funded from A&amp;W Extended</b>	<b>More counselling / support available</b> <b>More student to student support</b>

	<ul style="list-style-type: none"> <li>Introduce electronic booking system for counselling support.</li> </ul>			<b>Services funding</b>	
2.11	<b>Personal Social Health Education (PSHE)</b> <ul style="list-style-type: none"> <li>Incorporate some of the work of the counsellor into PSHE lessons</li> <li>PSHE programme in each year group to be delivered by specialised team.</li> </ul>	<b>GEM, HoY</b>	<b>July 2010</b>	<b>Cost of increased councillor time = +£500 from A&amp;W</b>	<b>Girls have a greater understanding of Abi's role / counselling Fewer girls with unresolved problems</b>
2.12	<b>Developments to House System</b> <ul style="list-style-type: none"> <li>Work with Deputy Head Girl for Houses on promotion of Houses, house ethos and communicating the work of and purpose of the house system.</li> <li>Inc. House bulletins (termly), further house events and evaluation of current house events.</li> </ul>	<b>TG, D.H Girl Houses</b>	<b>April 2010</b>	<b>Nil</b>	<b>Increased house system ethos, communication regarding houses and house events across the school.</b>

### 3. ASSESSMENT AND REPORTING

<b>Ref</b>	<b>Key Action</b>	<b>By Whom</b>	<b>By When</b>	<b>Cost</b>	<b>Success Criteria</b>
3.1	<b>Developing Assessing Pupil Progress (APP)</b> <ul style="list-style-type: none"> <li>Reviewing APP provision in core subjects.</li> <li>Sharing good practice across all departments</li> <li>Training all staff in the delivery of APP</li> <li>Putting APP in place across all subjects on a rolling programme through the years</li> </ul>	<b>AK</b>	<b>Beginning Sept 2010 at least in Year 7</b>	<b>Staff training</b>	<b>APP in place across the school for Year 7</b>
3.2	<b>Refine Progress Review system</b> Develop system of tracking/assessing Impact of tracking system by linking to the monitoring /	<b>GEM</b>  <b>GEM</b>	<b>Sept 2009</b>  <b>Sept 2010</b>		<b>Staff more confident to input and use data Staff access from</b>

	mentoring / support above				home improved Individual pupils identified more quickly for additional support
3.3	<b>Implement revised departmental marking and assessment schemes</b>	GEM, HoFs, HoDs	Sept 2009	Nil	Pupils know what to do to make progress
3.4	<b>Make assessment and tracking data available to parents via Learning Portal</b>	GEM, TT	Sept 2010		Staff and parent access possible
3.5	<b>Parents' Evenings</b> <ul style="list-style-type: none"> <li>Consider inviting Y7&amp;8 pupils to parents' evenings</li> </ul>	GEM	Sept 2009	Nil	Pupils know how to improve and feel involved in their learning

#### 4. Personnel Matters (Personnel Committee)

Ref	Key Action	By Whom	By When	Cost	Success Criteria
4.1	<b>Extend training opportunities for middle managers</b> <ul style="list-style-type: none"> <li>Work on internal Middle leaders programme with Ashridge Business School in partnership with middle leaders from DCGS.</li> <li>Continue work with National College for School Leadership (NCSL) on Leading from the Middle (LftM).</li> <li>Support experienced middle managers through the 'Leadership pathways' programme.</li> </ul>	TG  TG  TG	Sept 09  Ongoing  Needs basis	Nil  £300 per delegate from CPD  Needs basis	3 middle leaders per year complete programme.  Relevant middle leaders complete LftM programme Relevant candidate successful in L/P programme
4.2	<b>Recruitment of high calibre staff &amp; work on succession planning</b> <ul style="list-style-type: none"> <li>Explore further use of/recruitment of GTP trainees.</li> </ul>	MS	Ongoing	nil	Greater number of GTP & trainees attend the school –

	<ul style="list-style-type: none"> <li>Foster a good partnership with Universities (possibly one) to increase the number of PGCE/BEd trainees in the school.</li> <li>Further collaboration with other schools on teacher training.</li> <li>Research into and encourage possibilities of using the 'Return to teaching' scheme. Possibility of using the 'parent network' to aid this. Consider hosting local teaching/return to teaching conference.</li> <li>Develop opportunities for junior staff to 'act up' on school projects.</li> <li>Produce CPD opportunities paper to highlight the school support on staff training and progression. Paper to be included in application packs and on website.</li> <li>Publicise in application packs and on website a summary of results from our recent 'staff wellbeing survey'.</li> <li>Introduce 'Exit interviews' for staff leaving the school.</li> </ul>	<p><b>MS</b></p> <p><b>MS</b></p> <p><b>MS, TG, PH</b></p> <p><b>PH/TG</b></p> <p><b>TG</b></p> <p><b>PH</b></p> <p><b>KD, PH</b></p>	<p><b>Sept 10</b></p> <p><b>ongoing</b></p> <p><b>Sept 10</b></p> <p><b>Sept 10</b></p> <p><b>Sept 2009</b></p> <p><b>Sept 2009</b></p> <p><b>January 2010</b></p>	<p><b>nil</b></p> <p><b>nil</b></p> <p><b>nil</b></p> <p><b>Time to conduct projects</b></p> <p><b>Nil</b></p> <p><b>Nil</b></p> <p><b>Nil</b></p>	<p><b>allowing better pool of teachers. Particularly in shortage subjects.</b></p> <p><b>Opportunity provided for teachers to return to teaching through DCHS. Retain junior staff within the school</b></p> <p><b>Prospective staff have knowledge of CPD /Career opportunities at DCHS. Prospective staff to access information on staff wellbeing. Feedback on school given to aid self evaluation.</b></p>
4.3	<b>Develop the role of the new ICT Manager to suit the specific needs of the development of ICT within the school</b>	<b>PH, PDH</b>	<b>Sept 2010</b>		<b>Staff feel more supported ICT enhances pupil learning and eases teacher workload</b>
4.4	<b>Increase access to ICT technical support</b>	<b>TT</b>	<b>Sept 2010</b>		
4.5	<b>Staff wellbeing survey</b> <ul style="list-style-type: none"> <li>Conduct second staff wellbeing survey</li> <li>Discuss through staff committee</li> <li>Implement findings</li> </ul>	<b>PH, Staff Committee</b>	<b>April 2010</b>	<b>Nil</b>	<b>Increased satisfaction rate Initiatives in place to improve staff wellbeing</b>

4.6	<b>TLR Review</b> <ul style="list-style-type: none"> <li>• Conduct review of current TLR structure with representative working party. Conclude with recommendations and proposals</li> <li>• Meet to consider proposals with Unions</li> </ul>	GEM	Dec 2009	Dependant on review results	Paper of options presented for LMG/Gov/ staff consideration Appropriate, cost effective staff structure in place
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### 5. Community and Citizenship (C & P, HSSP Committees)

Ref	Key Action	By Whom	By When	Cost	Success Criteria
5.1	<b>Community Cohesion audits</b> <ul style="list-style-type: none"> <li>• Work with Extended Schools Officer (ESO) to audit needs of services in the local community</li> <li>• Research into targeted groups in the local community and their needs</li> <li>• Further the work of the specialisms in the community through targeted sub groups.</li> </ul>	PH, TG, SF TG, SF  TG	Ongoing  Ongoing  Sept 10 - ongoing	Nil  Nil  Specialism funding	Courses available for members of school and wider community
5.2	<b>Launch the UNICEF rights, Respect, Responsibility project</b>	GEM, CR, PH	Autumn 2009	Paid from A&W fund	Pupils behave respectfully and harmoniously No exclusions or sanctions needed for behaviour issues
5.3	<b>Worldwide issues</b> <ul style="list-style-type: none"> <li>• Ensure school is responding to worldwide issues through education eg Economy, Social Behavior, Values</li> <li>• Ensure review of the KS3 curriculum allows for focus on these issues across</li> </ul>	GEM, AK	Ongoing	Nil	Schemes of work reflect wider issues, offering scope to react to events

	<p>subjects as well as PSHE</p> <ul style="list-style-type: none"> <li>• More structures programme of assemblies</li> </ul>	<b>Head Girl</b>			<b>Pupils knowledgeable about world events</b>
5.4	<p><b>Work Experience</b></p> <ul style="list-style-type: none"> <li>• Review of admin help for work experience</li> <li>• Review WRL activities</li> </ul>	<b>ZB, PH</b>	<b>January 10</b>		<b>Each year group has appropriate WR opportunity to inform careers decisions and to extend knowledge</b>
5.5	<p><b>Adopt and implement a new School Travel Plan</b></p> <ul style="list-style-type: none"> <li>• Submit a level 3 STP to BCC</li> <li>• Conduct survey of staff, pupils and parents on how / why they use their current mode of travel</li> <li>• Implement the STP Action Plan</li> </ul>	<b>GEM and STP group (including Environment Reps)</b>	<p><b>Submit STP by Nov 2009</b></p> <p><b>Ongoing monitoring, implementation and review of STP annually</b></p>	<b>Nil</b>	<b>Raise travel awareness across the school. Encourage an increase in safe walking / cycling. Effective understanding of road safety issues delivered in PSHE, and related issues in other subjects as appropriate.</b>
5.6	<p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>• Embed sustainability strands in all areas of school life</li> <li>• Create a School Sustainability group/forum</li> <li>• Deputy Head Girl for school environment to champion work on sustainability</li> </ul>	<b>GEM, PH</b>	<b>Sept 2010 - ongoing</b>		<b>Awareness raised Savings on energy and consumables Eco School Award achieved</b>
5.7	<p><b>International School Status (ISS)</b></p> <ul style="list-style-type: none"> <li>• Research into the application process</li> <li>• Make application for ISS</li> <li>• Review International school links and establish further links where necessary/strengthen current links</li> </ul>	<b>JJ, TG</b>	<b>September 2010</b>	<b>Nil</b>	<b>Increased International Links and application for ISS.</b>
5.8	<p><b>School Assembly time</b></p> <ul style="list-style-type: none"> <li>• Review format, timing, organisation,</li> </ul>	<b>SD,PH, Head</b>	<b>Sept 2009</b>		<b>Pupils respond positively to</b>

	personnel <ul style="list-style-type: none"> <li>Gain view of pupils through student voice</li> <li>Head Girl team to work with LMG on review of use of assembly time.</li> </ul>	<b>Girl</b>		<b>Nil</b>	<b>content of assemblies. Moral, social, cultural awareness of pupils heightened.</b>
5.9	<b>Ethnic &amp; other minorities in the School</b> <ul style="list-style-type: none"> <li>Seek to ensure inclusion of ethnic and other minorities in all areas of school life</li> </ul>	<b>PH, GEM</b>	<b>Ongoing</b>	<b>Nil</b>	<b>Continue nil return to racist incidents Harmonious, inclusive atmosphere in school</b>

### 6. Communication (Finance Committee)

<b>Ref</b>	<b>Key Action</b>	<b>By Whom</b>	<b>By When</b>	<b>Cost</b>	<b>Success Criteria</b>
6.1	<b>School website</b> <ul style="list-style-type: none"> <li>Ensure news is constantly up to date</li> <li>Evaluate format of Website and develop accordingly</li> <li>Change host and web manager</li> </ul>	<b>TG, JT, PH</b>	<b>Ongoing</b>	<b>Nil</b>	<b>Most recent/relevant school news, successes &amp; information on the school website Easier access to website for management</b>
6.2	<b>Parental Portal</b> Develop parent portal for communication on <ul style="list-style-type: none"> <li>Attainment</li> <li>Attendance</li> </ul>	<b>GEM, TT</b>	<b>Sept 2010</b>		<b>Parent and staff access to some aspects of SIMS data</b>
6.3	<b>Parents AGM</b> Improve advertisements for annual parents' meeting in November	<b>PH, GEM</b>	<b>Sept 2009</b>	<b>Nil</b>	<b>Bigger audience More parents engaged with school</b>

## 7. The Environment (HSSP)

Ref	Key Action	By Whom	By When	Cost	Success Criteria
7.1	<b>Finalise 3 year maintenance programme for 2009 – 2011</b>	PDH	Oct 2009	£100,000 pa	Completion of work in line with plan
7.2	<b>Redecorate Curved Building</b> Put in place full programme of redecoration	PDH	Sept 2010	Est £10k subject to BCC contribution	Completion of work Better working environment
7.3	<b>Pupils and the Environment</b> Involve pupils in the development of the school environment <ul style="list-style-type: none"> <li>• Deputy Head Girl for environment to work on student voice and pupil involvement and promotion</li> <li>• Address issues such as litter, tidiness, sustainability</li> </ul>	Deputy Head Girl Env. PDH	Oct 2009  July 2010	Nil  £750  £tbc	Raised awareness of waste throughout school Installation of recycling bins Evaluation of alternative energy options
7.4	<b>School Signage</b> <ul style="list-style-type: none"> <li>• Provide multi lingual signage throughout the schools</li> <li>• New signs on classroom/labs/rooms &amp; offices</li> </ul>	PDH	July 2010	£5000 (subject to sponsorship)	Consistent signage throughout the school New external signage
7.5	<b>Student eating areas</b> Provide further eating/dining areas for students	PDH	July 2010	£10,000 – maybe a PA project	Erection of new dining shelter
7.6	<b>Student lockers</b> Put in place further lockers for students in adequate and practical location (inside or outside building)	PDH	August 2010	£19,000	Install 250 all weather lockers beside Science
7.7	<b>Car Parking</b> <ul style="list-style-type: none"> <li>• Re-mark the parking bays in both the Science car park and old tennis courts. Mark sufficient</li> </ul>	PDH	Sept 2009	£250	Completion of marking

	bays to maximise parking space.				
7.8	<b>Sixth Form office space</b> <ul style="list-style-type: none"> <li>Re structure the office space in the sixth form to allow easier access for pupils to consult with Sixth Form leadership team.</li> </ul>	PDH/MS	January 2010	£500 -£5,000	Student needs better served.

### 8. Monitoring and Self Evaluation (C & P)

Ref	Key Action	By Whom	By When	Cost	Success Criteria
8.1	<b>SEF &amp; OFSTED</b> <ul style="list-style-type: none"> <li>Construct new SEF form under new format</li> <li>Prepare for OFSTED inspection under new framework</li> </ul>	PH, MS LMG	April 2010	Nil	All staff and Govs know priorities of school and focus energy on these
8.2	<b>Faculty Review</b> <ul style="list-style-type: none"> <li>Conduct full review of the current 3 year cycle of internal faculty reviews</li> <li>Once above completed review and develop lesson observation paperwork and feedback</li> </ul>	PH, AK	December 2009  Summer term 2010	Nil	Reviews all done, targets in place  New documentation in place
8.3	<b>Departmental Annual Reports</b> <ul style="list-style-type: none"> <li>Conduct full review and evaluation of the current departmental reports system</li> <li>Incorporate requirements of the new SEF and OFSTED framework into departmental reports to allow them to feed into the process</li> </ul>	PH, AK  PH, AK	September 2010	Nil	Review of current format of dept reports carried out New reporting format produced which feeds directly into SEF