

Foci for School Development Plans 2018-19

1. Now that all the new GCSE and A Level courses have been introduced it is an appropriate time to review the curriculum offer at KGGS across all three Key Stages. In particular, the post-16 curriculum offer needs to be affordable in the long term, given that the government's Fairer Funding has only produced a "standstill" position for the school in the medium term. (**DSC/PSm/SMc**)
2. Consider if and how KGGS should react to the national agenda for improving access to selective schools for disadvantaged (Pupil Premium eligibility) students locally. (**DSc/JLe**)
3. Improve whole school A Level value-added outcomes (from a baseline of -0.19 in 2017) (**SMC/PSM**)
4. Review short and medium term planning across the curriculum in order to share best practice at KGGS and to improve assessment and behaviour outcomes (**ZAN/AKN**)
5. Implement the DfE's new National Careers Strategy (launched Jan 2018) at KGGS (**JLE/TDO/SMC**)
6. Audit all internally collected and processed assessment data at KGGS (to include qualitative data) in light of GDPR (**PSM/ZAN**)

Now that all the new GCSE and A Level courses have been introduced it is an appropriate time to review the curriculum offer at KGGs across all three Key Stages. In particular, the post-16 curriculum offer needs to be affordable in the long term, given that the government's Fairer Funding has only produced a "standstill" position for the school in the medium term.

Objectives:

- To ensure that we are offering a curriculum that represents the most effective use of the financial resources available for our students
- To review the time allocation for different curriculum subjects across all three Key Stages to ensure best use is being made of available staffing
- To ensure that the time allocation for different subjects enables students to experience sufficient depth to be able to make informed choices as they move through the school
- To increase overall attainment and progress levels across all areas of the curriculum at GCSE and A Level
- To ensure that KGGs remains a viable option within the local post-16 provision offer
- To retain and build on the existing strong work ethic our students have and provide them with the resources they need to make the choices that will determine their educational pathways

Actions: (including any CPD needs)

- SMT to review our curriculum plan across all three Key Stages to assess whether our offering delivers best value and protects the interests of our students and their positive work ethic
- SMT to review the take-up and performances of all GCSE and A Level subjects over the past 4 years
- SMT to investigate the effect of removing / adding subjects to the curriculum offer in terms of probable student take-up and associated staffing cost implications
- SMT to investigate appropriate collaboration with other suitable post-16 providers to ensure options remain available to KGGs students
- Share proposed outcomes of curriculum review with Governors Standards Committee, then full governing body
- Share proposed outcomes with School Management Team (affected Faculties prior to meeting)
- Advertise for and appoint any additional staff for 2019-20

Time scale: September 2018 – June 2019

Responsibility: DSc/SMc/PSm

Success criteria:

- Staffing costs associated with proposed curriculum (even if unchanged) deemed affordable for September 2019 and September 2020
- Provision of good range of subjects maintained at KGGs for GCSE and A Level
- Sixth Form numbers maintained at 300 – 320 in September 2019
- Staffing in place to deliver the proposed curriculum by June 2019

Milestones:

- Review of current curriculum plan by end of October 2018
- Staffing models 2019-2020 costed by November 2018
- Any curriculum plan changes discussed at SMT level by end October 2018
- Any curriculum plan changes shared with School Management Team by end November 2018
- Adjustment of Sixth Form and GCSE course booklets in time for Options Open Evenings in November 2018 (Y11), and January 2019 (Y9) if required
- Options process and requirements for staffing in subjects determined by February 2019

- Any additional teaching staff required to deliver curriculum to be appointed by June 2019

Outcomes

- KGGS able to confidently anticipate an affordable staffing model for delivery of curriculum from September 2019 onwards
- Updated curriculum model shared with all stakeholders
- All teaching staff required to deliver curriculum in place by June 2019

Monitoring:

- Success will be assessed through the monitoring of suitability of any modified options systems for post-14 and post-16 students
- School's Accounting Officer and Chief Finance Officer to monitor proposed budgets for 2019-20 and 2020-21 according to staffing changes

Resources/ costs:

- Advertising for any new staffing (from within existing budget for advertising)

Status: High

Commentary:

The Autumn term review of the curriculum by SMT was slightly limited by the school's financial situation at the time. Hence the focus was on reducing, rather than expanding the curriculum. Indeed, even a switch from say, Spanish in KS3 to Drama in KS3 would have had significant financial implications with regards to the necessary staffing that would follow such a change. Realistically, any reduction in the curriculum was only an option post-16. Four subjects were seriously considered due to their historically low take-up. German, Computing, Spanish and PE. Since the numbers for German are usually boosted by taking students from King's School it was felt that the damage caused to the MFL department and to our students' choice were we to drop the subject would be difficult to justify. There was also no confidence that we could find an alternative centre (King's not certain to offer German). Computing and PE have fluctuating numbers, and although these subjects are offered at King's, the content of the course, and the style of delivery may not suit our students, although these options remained on the table. The only subject that we decided to withdraw from our options process was Spanish, and this was a difficult decision, because although its take-up is low (20 students over 5 years), it has one of the highest value-added scores at KGGS.

This decision was shared with the governors in both Standards, and full governors meetings. It was not met with unanimous approval, and partly as a consequence it was agreed that if there was sufficient interest (10 or more) in taking the subject from the current Y11, the decision could be reviewed. Spanish was not included in the list of options subjects but all students were given the opportunity to express an interest. The final outcome was that 12 students asked to study Spanish and so we inserted it back into the options in such a way that all 12 could study it with no clashes (a traditional problem for low uptake subjects).

A consequence of the review of the curriculum was that our deliberations were shared with the school's Management Group (Heads of Faculty, Heads of Year, SMT) so that there was a much wider awareness of the issues, along with an understanding that low take-up subjects may not be allocated the full 10 hours on the timetable in future, effectively making some savings on staffing costs where possible. As a consequence, for example, Computing will be offered at KGGS in Y12, with just 8 hours, since there were only 8 students who chose it.

So, the overall outcome of the curriculum review was essentially no real change, expect slight amendments in the post-16 offer.

Further consideration on the Y12 offer of 4 rather than 3 subjects of study was mentioned, but it was decided to leave this until 2019-20, as a possible SDP Focus.

As a footnote, the only full-time teacher of Spanish left KGGS in January, following a 7-month absence, to be replaced by a part-time teacher. The A level Spanish course can however continue to be delivered.

Since no significant changes were made to the curriculum, there were no additional staffing needs to be met, and so no additional pressure was placed on the staffing budget.

To consider if and how KGGS should react to the national agenda for improving access to selective schools for disadvantaged (Pupil Premium eligibility) students locally.

Objectives:

- To enable KGGS to meet the requirements of the 2018 Memorandum of Understanding between the Grammar School Heads Association (GSHA) and the DfE which states that:

Both parties have a shared ambition to see:

- a. More pupils from lower income backgrounds (as defined by Pupil Premium (PP) eligibility) applying to, passing the test for, and being admitted to selective schools; and
- b. Increased partnerships between selective schools and primary schools locally, with a view to collaborating to improve outcomes for children across their area

The background for this is the fact that KGGS has typically 5-6% of its student population eligible for PP, against a national average of 25%

Actions: (including any CPD needs)

- The governing body of KGGS, initially through the Steering Group, to consider the issue of including Pupil Premium eligibility in the 11+ oversubscription criteria for entry in September 2020
- Amendments made to the school's Admissions Policy in good time to enable consultation (via the local authority) within the timescales stipulated by the Admissions Code
- Raise awareness locally by contact with feeder primary schools and other local secondary schools of the desire to increase access to KGGS for Pupil Premium students
- Publish on the school's website the new admissions policy for 2020 entry
- Highlight the change to oversubscription criteria in meetings with parents at the Y5 Information Evening
- Review the school's administrative procedures and timings so that any oversubscription conditions relating to Pupil Premium can be assessed prior to the offer of places
- Investigate the feasibility of offering some form of 11+ familiarisation programme for local PP students in primary schools

Time scale: September 2018- June 2019

Responsibility: DSc/JLe

Success criteria:

- For the Y7 entry cohort in 2020 to have an increased percentage of PP eligible students (i.e. in excess of 6%)

Milestones:

- Admissions policy available for consultation between 1st October 2018 and 31 January 2019
- KGGS to contact all traditional feeder schools to inform them of the new oversubscription criteria relating to PP
- Highlight the change to oversubscription criteria in meetings with parents at the Y5 Information Evening in July 2019
- KGGS to contact all primary schools who have students registered with us for the 11+, so as to check Pupil Premium status of individuals by July 2019

Outcomes:

- Admissions policy reviewed and amended
- KGGS to be in line with the GSHA and DfE agreement on improving access to selective schools for disadvantaged students

Monitoring:

- School's administrative manager for 11+ to monitor the effectiveness of any changes to the 11+ applications procedures and report to SMT via Assistant Headteacher

Resources/ costs:

- Possible payments to teachers to facilitate 11+ familiarisation sessions after school, or at weekends – will have to come from existing staffing budget

Status: High

Commentary:

Due to the timing of this review, there are still several significant actions yet to be completed in relation to informing primary schools and parents of the changes. This really has to wait until after the current entry round of appeals has taken place (late May 2019), so as to avoid understandable confusion over the oversubscription criteria in place at the time. (The 11+ appeals process is complicated enough.) The year 5 Information Evening in July will be the first opportunity to do this.

Governors have given much thought to this issue, both in meetings and in their Training Evening in April 2019. It was decided that most of the measures suggested by GSHA /DfE designed to attract more PP students would have a significant cost implication (staffing and resources) which we cannot confidently commit to (yet). This is also at a time when the Local Authority have again shared their view that Lincolnshire does not have a need to expand Grammar school provision, so they would actively argue against it should we seek to increase our PAN in an attempt to widen access to PP students. The consequence of this is that we would deny places to local students who have qualified (non-PP) in order to engineer an increase in our PP %.

Governors agreed to keep this issue on the agenda in future meetings over the next year, although the change to oversubscription criteria is already in place. It will be interesting to see how effective this measure is for the 2020 entry cohort.

As a footnote – the independent 11+ appeals panel agreed to 11 more places at KGGS, giving us a potential Y7 cohort of 185 in September 2019. The Local Authority deal with our appeals (a paid-for service) so that we avoid any charges of expansion by over-offering. 185 is 11 over PAN, despite the school's position that we could not accommodate more than 180 in a year group.

If KGGS is ever in a strong position financially in the future it may well be worth re-consideration of expansion under our own means (if the Selective Schools Expansion Funds survives a change in government).

Improve whole school A Level value-added outcomes (from a baseline of -0.19 in 2017)

Objectives:

- To secure a positive whole school Value Added score for students progressing from KS4 in 2017 to Advanced Level Qualifications in 2019. (i.e. Y13 of 2018-19)
- To ensure the value added scores for individual students are more consistently positive than with previous cohorts of Y13 students
- To focus throughout the school, and within pastoral and faculty teams, on students averaging grades A or 7 (7 KS4 points) in KS4 who are typically set C/B or B/A targets for individual A level subjects

Actions: (including any CPD needs)

- AKN and SMC to be involved in the Lincolnshire VESPA project aimed at focusing efforts on improving the A level mind set. This involves an initial one-day course in September to develop their skills as VESPA champions and is then to be followed by: Session 2 (November) – Change management. Session 3 (January) – Dealing with the dip. Session 4 (March) – Exam Prep & Review
- Internal VESPA training of KS5 Heads of Year and KS5 staff to take place during inset (either by SMC & AKN or external provider)
- PSm to update lists of at risk students to Faculty leaders and KS5 Heads of Year. Each progress point report should highlight this student group
- KS5 Heads of Year to personally monitor students who are identified as being at risk across all of their subjects
- In liaison with AKN, suggest to Faculty leaders that this is an area for appraisal targets and Faculty Action Plans and appraisal in 2018-2019 and make differentiated support for KS5 students a focus in Faculty Action Plan reviews
- A student survey will be conducted in February 2019 to assess whether progress has been made in comparison to the survey completed in 2018

Time scale:

June 2018 – September 2019

PSm is responsible for:

- providing SMT, KS5 pastoral staff, and Faculty leaders, with information about the KS5 target group;
- working with PMA, to monitor the progress of all students in KS5, with a focus on the target group, via whole school tracking and internal examinations - updating SMT and the Management Team at key points during 2018-2019

SMC is responsible for:

- using progress data from the first tracking point onwards to identify students who are not likely to secure positive value added scores on average in their subjects; and develop a specific programme of monitoring for them, to be implemented by the KS5 Student Support Team
- Internal training of staff in VESPA system (with AKN) This has taken place but at an introductory level only, whole staff training will follow in September 2019
- Carrying out research into the support the identified students are receiving in their subject areas through a questionnaire in February
- Ensuring that KS5 Heads of Year focus on these students in reviews utilising VESPA system (once trained)

Success criteria:

- Improved Value Added scores in the Sixth Form for 2019 (Which was a score of -0.14 for 2016 and -0.19 in 2017)

- Positive impact of a consistent monitoring programme for the KS5 focus group is evidenced in student discussions
- Students demonstrate a better understanding of what they need to do to improve in the results of the questionnaire and evidence of the VESPA system at work in the questionnaire results

Milestones:

- First progress grade collection in October 2018 to be used to identify those students in Y12 requiring a programme of close-monitoring
- In Autumn 2018, Y13 monitoring plans for individual students to be confirmed
- In Autumn 2018 KS5 Heads of Year to begin some training in VESPA system with SMC
- During September 2018 KS5 examination performance to be analysed and shared with the Management Team: PSm will generate Value Added data using national prior attainment data, the Raise Online Ready Reckoner, and Fisher Family Trust Data (FFT)
- September 2018 – progress of different kinds of learners to be made a focus of Y13 review week Quality Assurance activities
- October 2018 – internal target estimates to be completed for each KS5 student; generated by PSm from FFT for Y13 and a combination of data generated by FFT and the Ready Reckoner for Y12
- October 2018 – estimates to be shared with the Management Team
- November 2018 – strategies for target group shared amongst Faculty teams by Faculty leaders
- Autumn tracking analysed to see if there is any improvement in the performance of key pupil groups
- 24th January 2019 – Staff inset on VESPA system
- February 2019 – student questionnaire of KS5 focus group to be administered and evaluated; results of which to be shared by SMC with SMT and the Management Team
- March 2019 – strategies for supporting KS5 students of focus to be reviewed by faculty leaders. We hope this has been done as part of the Faculty Review process
- April 2019 - Autumn tracking to be analysed to see if there is any improvement in the performance of key pupil groups

Outcomes:

- Faculty leaders and KS5 Heads of Year are aware of the underperforming pupil groups and are able to utilise the VESPA system

Monitoring:

- Spring and Summer progress grades; February examination performance for Y12; and final A Level performance for Y13 will be utilised to monitor the effectiveness of this plan
- Student discussion groups will also be used to gain feedback from students placed in the close monitoring groups, regarding how they have been supported in faculty areas as well as by the KS5 Support Team
- The views and experiences of Y13 students in the focus group will be sought via student questionnaires, to monitor the effectiveness of the support they receive across the school.

Resources/ costs: (may be refunded if bid for Lincolnshire Learning Partnership bid for funding is successful)

- VESPA training £800 per school, Set of workbooks £60

Status: High

Commentary:

Heads of Faculty and KS5 Heads of Year have a heightened awareness of 'at risk' students. This is evident through the focus on the identified groups of students both in the Faculty reports and the Pastoral reports this academic year.

The pilot group of students are aware of the application of the VESPA Mindset and have a good understanding of how working on the five elements can enhance their performance. The wider Yr12 cohort are also aware of their own scores using the system from the January questionnaire. They will be able to see any progress once the final June questionnaire results have been received. All Yr12 tutors were able to utilise the individual questionnaire results in 1:1 reviews. The Head of Year 12 was also able to use the results to modify the list of students she monitors and adapt her approach accordingly.

The VESPA Mindset will be launched to all the new Yr 12 students in September 2019, preceded by some whole staff training at the start of term.

The impact on the planning and teaching of faculty staff of the focus on KS5 Value Added has been demonstrated by the February questionnaire results, showing improved outcomes on the measurement for students understanding what they need to do to improve and the frequency of 1:1 subject reviews; there is still room for further improvement in these measures. It would be helpful if the VESPA approach could be built into the QA carried out by the school in KS5 next academic year.

Internal monitoring for Y12 indicated Value Added in the Autumn term of -0.23 and in the Spring term of 0.07. For Yr 13 indicated Value Added in the Autumn term was -0.17 and in the Spring term, 0.08. Both of these improvements would be very welcome at the end of the school year. August's A Level results analysis will give us the first indication, although we will have to await the national value-added data during the Autumn term.

Review short and medium term planning across the curriculum in order to share best practice at KGGS and to improve assessment and behaviour outcomes

Objectives:

- To ensure planning is purposeful and useful to colleagues delivering the curriculum
- To ensure lesson and longer term curriculum planning across the school promotes differentiation and inclusion
- To ensure lesson and longer term curriculum planning across the school has a positive impact on student progress
- To ensure formal assessments, and strategies for assessing student progress within lessons, are embedded into planning in each subject area
- To ensure that our approach to planning at KGGS addresses issues around teacher workload

Actions: (including any CPD needs)

- Engage Faculty Leaders in a school-wide review of planning
- Conduct an audit of the ways in which lesson planning and longer term curriculum planning currently takes place within subjects
- With a focus on KS4&5, work closely with Faculty and Subject Leaders to review and develop how assessment objectives and meaningful assessments are embedded into lesson plans and longer term planning
- Consult teaching staff at all levels regarding what kind of lesson planning is most helpful and effective
- Engage SEND Representatives in a review of how differentiation and positive behaviour management strategies are embedded into planning and curriculum delivery
- Explore current research surrounding lesson and longer term curriculum planning
- Explore current good practice in other institutions regarding assessment activities within lessons
- Reduce and up-date the whole-school lesson plan pro-forma
- Offer individualised support - in the form of mentoring, coaching or INSET - to individual colleagues or subjects who are working to develop these aspects of their practice

Time scale:

October 2018	Launch this school-wide focus in the first Faculty Leaders' Meeting
October 2018:	Begin to explore current research and planning practice beyond KGGS
November 2018:	Lead SEND Representatives in a review of the ways in which differentiation, inclusion, and behaviour management are embedded into planning in their faculties
15 th November 2018:	Use Twilight Time to audit current planning practice
October 2018 - June 2019:	Review planning with Training Teachers, Newly Qualified Teachers, and Recently Qualifies Teachers
October 2018 - June 2019:	Offer individualised mentoring and support for colleagues where QA suggests that support with developing this area of practice would be useful
June 2019:	Deliver a 'Sharing Good Practice Twilight' focused on planning in Term 6
September 2019:	Administer a questionnaire, to be completed by staff on Inset Day in September, to ascertain the progress that has been made with this SDP Focus

Responsibility: ZAn/AKn

Success criteria:

- Teaching colleagues are well-informed regarding the occasions on which it is appropriate for them to compose a full lesson plan
- Colleagues are well-informed regarding the key features of effective planning

- Colleagues report that the approach to planning at KGGS is purposeful
- Lesson planning and longer term curriculum planning in subjects incorporates relevant aspects of differentiation and behaviour management
- Lesson planning and longer term curriculum planning in subjects incorporates relevant common assessments and strategies for assessing student-progress within lessons
- There is evidence that lesson and longer term curriculum planning is having a positive impact on student-progress

Milestones:

- Review of existing practice within and beyond KGGS is completed
- KGGS Lesson Pro-forma is updated and shared
- Best practice in terms of planning is identified and is shared across the school
- Relevant INSET and Examination Board Courses have been accessed where necessary

Outcomes:

- All teaching staff have contributed to a review of planning and how planning is put into practice in the classroom
- The KGGS Lesson Planning Pro-forma is concise and user-friendly
- Common Assessments are embedded into planning; and colleagues have a repertoire of different strategies for assessing student-progress within lessons
- Colleagues report that they have a repertoire of context-appropriate behaviour management strategies to help promote inclusion
- INSET, Examination Board Courses, and individualised support, has been utilised well in the development of planning practice

Monitoring:

- Via reviews against the relevant Standards for Training Teachers, Newly Qualified Teachers, and Recently Qualified Teachers
- Via the school's Quality Assurance Activities, including visits to lessons, work scrutiny, and discussions with groups of students
- Via the Appraisal Process where appropriate
- Via individual and faculty reviews of CPD activities offered to colleagues
- Via student outcomes and results

Resources/ costs:

- Costs associated with Examination Board Inset (through CPD budget)
- Time and resources for planning and delivering INSET and Twilight sessions within KGGS

Status: High

Commentary:

- We are making good progress with auditing planning.
- Faculty leaders are focussed on key aspects of planning as part of their action plans.
- Individual colleagues requiring support are focussed on developing planning, including training and new qualified teachers.
- 'Sharing Good Practice Twilight' in planning stage for delivery on 20th June.
- Work load implications of planning considered at senior level and at a whole staff meeting, in light of the DfE's advice.
- SEND reps to be engaged in reviewing differentiation in planning in term 6.
- Whole school lesson plan pro-forma to be reduced in term 6 and launched Sept 2019.

Implement the DfE's National Careers Strategy (launched Jan 2018 in readiness for September 2020) at KGGS

Objectives:

- To review current careers provision and practice to comply with the Careers Strategy and the Gatsby Benchmarks recommended by the DfE in 2018
- To enhance, broaden and formalise careers education, guidance and support throughout the Key Stages
- To inform all staff about the requirements of the Careers Strategy, including the Gatsby Benchmarks, and encourage them regarding their involvement in implementing the changes

Actions (including any CPD needs):

- Carry out an audit of existing provision from Y7 – 13 using the Compass Tracker tool
- Identify the gaps in provision to determine the actions required to fulfil the Gatsby Benchmarks.
- Plan and develop the new Careers programme
- Inform teaching staff about the Careers Strategy and how they will be involved in its implementation
- Update the Careers Policy to include Provider Access arrangements and publish this on the website.
- Publish the Careers programme on the school's website
- Begin to work towards achieving the Quality Careers Standards award

Time scale:

- See below

Responsibility: JLe/SMc/TDo

Success criteria:

- Increased student awareness and experience of career opportunities reflected in student reviews/feedback post 16 and post 18 On reflection, this should be implemented across all year groups and we need to work on a system to record this information.
- Increased staff awareness of how curriculum teaching contributes to the careers education of all students to enhance and broaden their experiences whilst still at school

Milestones:

- Audit completed October 2018
- Gaps in provision identified and planning for development started November 2018
- Provider Access policy published on the school's website September 2018
- Careers programme published on website October 2018 and updated July 2019
- Staff informed of the Careers Strategy July 2019
- Careers plan to be implemented from September 2019

Outcomes:

- Critical actions identified and implemented during 2019-2020
- Careers Leader will be more equipped to identify pathways both within school and in the wider community which can be used to develop students' experience of career opportunities and employability skills From the work carried out by the named staff this year, SMc is to be the named Careers leader, working closely with TDo.

Monitoring:

- Governor involvement Governors are to be invited to visit school during Careers week to observe the students participating in activities. They have also been informed about the Careers Strategy

and the Gatsby Benchmarks through a training event. Some have offered their knowledge and expertise and we are awaiting further contact with these people.

- TDO, SMC, JLE and SMT through reporting in SMT meetings

Resources/ costs:

- Advice from Complete Careers through existing contract
- Staff time
- Compass Tracker Tool (already available)

Status: High

Commentary:

We have worked together to audit, plan and review our Careers provision this year and are looking forward to the planned careers week in July. We will evaluate the impact of the activities across the curriculum for students in years 7, 8, 9, 10 & 12 in order to make this an annual event across the school. We will use the compass tracker tool regularly to monitor our progress against the Gatsby Benchmarks and will be constantly looking for opportunities to develop the Careers provision at KGGS. In particular, we will be working on the following during the next academic year:

- Developing a system for recording individual student experience
- Encouraging more involvement from external sources such as local employers, governors and alumni to add to the current provision
- Developing a template that alumni can use to share how the skills and knowledge they gained as a student has helped them in their career. These will be available to students, especially at open evenings and options evenings.

Audit all internally collected and processed assessment data at KGGS (to include qualitative data) in light of GDPR (PSM, AHT)

Objectives

- To review the saliency of the data that KGGS, collects, holds and reports
- To review the efficiency with which data is collected at KGGS
- To allow all stakeholders to review the method and purpose of holding the data that is salient to them
- To ensure that all data is collected with both functional and temporal monotonicity
- To ensure that the integrity of the data held by KGGS is not breached
- To ensure that there is the appropriate level of transparency in the way that data is collected, held and reported at KGGS.
- To ensure that all data held meets the requirements of GDPR

Actions: (including any CPD needs)

- To identify all stakeholders that hold personal data
- To identify all areas of the school where personal data may be held or displayed (both virtual and physical)
- To produce an audit of all internally held data in liaison with the DPO and the relevant data-holders
- To produce an action plan for areas where data may be unnecessarily collected, held, displayed and reported on
- To liaise with the leadership and management team to ensure that this action plan is appropriate and proportionate

Time scale: September 2018 – May 2019

Responsibility: PSm

Success criteria:

- An audit of data collection, storage, use, display and reporting is produced (February 2019)
- Leadership has validated the audit and any actions that may be appropriate (March 2019)
- Data collection, storage, use, display and reporting practice is altered where appropriate (May 2019)
- All staff integrate a data audit into their good practice (May 2019)

Commentary

Much work has been done liaising with members of the management team. We have established what data is held, and where it is held. A formal audit has not been produced but will be done by the end of the academic year. We have worked with Piers Mayfield with regard to the technical implications of storing strategic data in an accessible place. We are still determining the best way to merge the paper-based system that the pastoral team use and the electronic methods that Heads of Faculty are introducing. In particular the filing or deleting of electronic messages is a key focus for the review. PSm

In terms of the qualitative and quantitative data collected and held as part of the school's programme of quality assurance activities, we have made steady progress towards ensuring we have a purpose when collecting and collating it; and that colleague's teaching and learning data – such as notes detailing feedback following visits to lessons and summaries of special groups discussions - is transparent, protected, and kept only as long as it is required. There are, though, some areas of quality assurance (such as HOY year student discussions and HOY book checks) where we are yet to agree a protocol for collecting, protecting, sharing and destroying data. ZAn

The school's Data Protection Officer has produced a brief report for the governor's Standards committee, detailing the work completed in relation to ensuring GDPR compliance and best practice. She has also produced a handy KGGS GDPR Help Sheet for all staff.

There has been some slippage in terms of timelines, with several tasks with a May 2019 target date still ongoing. It is anticipated that these will be completed by July 2019.