SDP –Key Areas for Development (2017-2018) Focus 1

To review post 16 provision for KGGS students from September 2018 onwards in the light of planned school funding from 2018, once the national initiatives relating to A/S and A level courses have become embedded, alongside plans for Year 12 students in 2017-2018.

Objectives:

- To keep fully up to date with any national changes that may affect decision making regarding the school's post-16 provision.
- To develop an offering that represents the most effective use of the resources available for our students.
- To increase retention rates Year 11- 12 and protect retention rates Year 12 – 13.
- To ensure that KGGS remains a viable option within the local post-16 provision offer.
- To ensure that a sufficient level of funding (led by student numbers post-16) is attracted to enable KGGS to maintain its curriculum offer.
- To retain and build on the existing strong work ethic our sixth form students have and provide them with the resources they need for any increased private study time at school

Actions: (including any CPD needs)

- To monitor research and analyse the impact of the changes made to post-16 provision on students, focusing on academic performance and progression post 18.
- To assess whether our offering delivers best value and protects the interests of our students and their positive work ethic.
- To put in place resources required
- To investigate appropriate marketing and provision for students new to KGGS sixth form.
- To investigate appropriate collaboration with other suitable post-16 providers to ensure options remain available to KGGS students
- To review the impact of changes to the admissions criteria for post-16 study at KGGS

Time scale: June 2017 – September 2018

Responsibility: DSc/SMc

Success criteria:

- Sixth Form numbers maintained at 310 – 320 in September 2018
- Y12 students able to reduce program to 3 subjects successfully in April 2018, so that teaching groups are amended prior to September start of Y13
- Provision of good range of subjects maintained at KGGS by careful planning of Y12 into Y13 transition

Milestones:

- Review of structure and management of programmes of study by end of September 2017.
- Refurnishing of sixth form common room
- Adjustment of Sixth Form Prospectus and course booklet in time for Sixth Form Open Evening in November 2017, if required.
- Briefing of students and parents at Sixth Form Open Evening in November 2017.
- Timetabling and requirements for staffing in subjects and potentially staffing of private study supervision in place ready for Easter 2018.

Outcomes:

- Review of changes made to the post-16 offering from September 2017 and their impact on students and all resources

- Decision making to focus on an offering that delivers best value and protects the interests of our students and their positive work ethic.
- Updated documentation to support the introduction of any changes.

Monitoring:
- Success will be assessed through the monitoring of performance of our post-16 students through year group review systems and pastoral reporting.
- Retention rates Year 11 – 12 and Year 12 – 13.
- Feedback from both students and staff.

Resources/ costs:
- The usual printing costs for Sixth Form Prospectus and course booklet *(now amalgamated so costs reduced)*
- UCAS conference attendance – to give national picture on how changes have been implemented across the country (£500)
- Advertising for Open Evenings (from within existing budget for publicity)

Status: High

Commentary:

The current Y12 group have responded well to the new system of studying 4 subjects until Easter 2018, and then reducing their programme to 3 subjects. They engaged with the 1:1 reviews with subject and pastoral staff, and seem to be a generally more relaxed year group (compared to previous Y12 groups, who had to prepare to take A/S Exams in May/June 2017)

We were able to reduce the number of teaching groups by 2 (one Chemistry, one Maths) as we move from Y12 into Y13, leading to a staffing cost saving of approximately £20K

Whilst a full review of our aims will not be possible until September, we have sufficient confidence to believe that by offering the same choices to current Y11, we will be able to maintain healthy sixth form numbers by good retention from Y11 to Y12 as well as attracting around 20 external students.

SDP – Key Areas for Development (2017-2018) Focus 2

To react to the cut in school funding by investigating more efficient use of the utilities (Gas , Electricity, Water) on the school site as well as investigating other sources of income in order to mitigate the reduction in both the quality and range of the non-curriculum provision for our students. (ZAn/AKn/DMc/JLe)

Objectives:

- To significantly reduce the cost of Electricity, Gas and Water, aiming for a 10% reduction in 2017-2018 across all three utilities
- To the ensure re-cycling of stationery is cost-effective and efficient across the school
- To reduce costs and utilise opportunities for fundraising at existing school events
- To re-launch the PTFA, modernising the way in which it operates, to create more of an on-line community (which could be newly-named *Friends of K*G); and operate as a fund-raising and review group
- To significantly increase the funds raised annually by what was the PTFA, by establishing a focus and a fund-raising target for 2017-2018
- To widen the remit of *Friends of KG* beyond that currently facilitated by the existing PTFA, to support the school's quality assurance activities

Actions: (including any CPD needs)

- With the help of staff and student volunteers, and the student council, raise awareness of the cost of Electricity and Gas across the school, by launching a '*lights off, doors shut*' campaign
- Utilise data from the school's Smart Electricity Meter to set targets and review progress in terms of reductions in electricity use
- Explore the savings to be made by installing LED lighting; and convert to LED where this is possible across the school
- Explore and implement ways of using Gas and Water most efficiently
- Identify key projects in the school, as a focus for the fund-raising for 2017-2018, involving colleagues from relevant subjects; and communicate this focus to all the school's stakeholders
- Review the regularity and timings of meetings scheduled for the *Friends of KG* to ensure the time committed by both senior teachers and site staff is cost-effective
- With the support and guidance of colleagues in IT, create an online community for *Friends of KG*, which will serve as a forum for engaging parents, and for fund-raising
- Utilise more opportunities for fundraising online, such as online shopping and voucher systems, from which the school can financially benefit
- Schedule key, whole-school fundraising events for 2017-2018, which capitalise on the existing skills and community-focused culture of the students and their parents
- To review where spending might be reduced and opportunities for fundraising utilised at existing school events, implementing changes where possible

Time scale: June 2017 – September 2018

Responsibility:

DMc is responsible for:

- leading the changes required to reduce the amount we spend on Electricity, Gas and Water; monitor the effectiveness of these changes; communicating both the changes and savings to staff across the school.

ZAn and AKn are responsible for:

- the re-launch, re-branding, day-to-day promotion and running of what might be newly-named the *Friends of KG* group

JLe is responsible for:

- reviewing possible ways of reducing costs and raising additional funds at whole school events

Faculty Leaders are responsible for:

- implementing strategies to recycle stationery in faculties; and for assessing what contribution they and their teams can make to reducing costs and utilising opportunities for fundraising

Success criteria:

- A saving of 10% is made in across three utilities: Electricity, Water, and Gas in the academic year 2017-2018
- Fundraising targets set in September 2017 are met in 2017-2018 by *Friends of KG*
- Savings are made and opportunities for raising additional funds are utilised at school events

Milestones:

- A review of savings to date is scheduled for the end of February 2018
- A review of fundraising by *Friends of KG* to-date is scheduled for February 2018

Outcomes:

- Significant changes to the way we use Electricity are implemented during 2017-2018, and ready to roll through to make further savings in 2018-2019
- Possible savings in Water and Gas have been achieved
- School events are cost-efficient
- We have an effective group of Friends to the School, who can support the core business of the school via fundraising

Monitoring:

- DMc to set, review, and publish across the school monthly targets for the consumption of electricity
- DMc to monitor the effectiveness of cost-cutting measures to reduce Gas and Water consumption
- DMc to work with Faculty Leaders to monitor success with re-cycling stationery
- JLe to monitor the savings and funds made at school events
- AKn and ZAn to monitor the financial accounts of the newly branded *Friends of KG*
- ZAn and AKn to monitor the effectiveness of an online *Friends of KG* community
- ZAn and AKn to monitor the progress made with organising additional fundraising events
- A summary of the monitoring of progress with this SDP focus will be presented to the Headteacher and SMT at key points in school year

Resources/ costs:

- Time for DMc to explore cost-cutting measures, such as Led lighting
- Time for ZAn and AKn to attend meetings with *Friends of KG*
- Planning time for ZAn & AKn to schedule and support parents in organising fund-raising
- Costs incurred for a banner for promoting *Friends of KG* and recruiting parents at school events, such as consultation evenings

Status: High

Commentary:

The re-launch of the PTFA as Friends of KG has been very successful so far. Funds that had been accumulated in previous years, but not allocated to any projects, have been used to support several areas including the PE department, the Japan Exchange, and the Bar Mock Trial team.

A plan to install LED lighting throughout the school, with its associated significant savings in running costs is currently pending the award of a SALIX interest-free loan to fund the capital project. The decision on this has been delayed by the government until September 2018. A full analysis of utility cost savings will be available by September 2018.

SDP – Key Areas for Development (2017-2018) Focus 3

To ensure that all faculties are able to successfully review programmes of study and maintain standards of attainment and achievement in the light of significant curriculum change at GCE (new A levels starting Sept 2017) , GCSE (all subjects with new GCSEs starting Sept 2017) and KS3 (assessment without levels) (ZAn/SMc/PSm)

Objectives:

- To secure a positive whole school Value Added score for students progressing from key stage four in 2016 and 2017 to Advanced Level Qualifications in 2018 and 2019.
- To ensure the value added scores for individual students are more consistently positive than with previous cohorts of year thirteen students, with a particular focus throughout the school, and within pastoral and faculty teams, on students averaging grades A or 7 (7 KS4 points) in key stage four who are typically set C/B targets for A-Level.
- To maintain whole school percentages in key stage four, typically 55-60% A/A* (7-9) grades, in light of national changes to qualifications and grading.
- To maintain whole school percentages in Key Stage five, typically 65-70% A*/B grades, in light of national changes to qualifications and grading.
- To fully embed revised key stage three Curriculum Progression Grids into our assessment, marking, and feedback practices in key stage three.
- To ensure all stakeholders - teachers, students, parents, and governors - are fully informed regarding the revised curriculum and assessment practices in years seven, eight and nine.

Actions: (including any CPD needs)

- Via a training session for the Management Team, led by PSm, up-date all senior and middle leaders (including Seconds in Faculty) regarding the students we need to focus on in order to secure a positive, overall Value Added key stage five score in 2018 and 2019.
- Roll out the work piloted by PSm in Humanities and Business Enterprise in 2016-2017 to all faculties, to ensure all faculty leaders are in a position to implement intervention strategies and monitoring for the focus group of students in key stage five.
- Led by SMc, key stage five pastoral staff to conduct regular one-to-one discussions and careful monitoring of the focus group of key stage five students identified in progress and tracking data as likely to achieve negative value added scores. *(This happens termly)*
- Make differentiated support for key stage five students a focus in Faculty Action Plan reviews with ZAn.
- In liaison with AKn, suggest to faculty leaders that this is an area for appraisal targets in 2017-2018; and roll this through to Faculty Action Plans and appraisal in 2018-2019.
- Seek the views and experiences of a focus group of key stage five students via student-discussions and questionnaires as part of the whole school Quality Assurance activities for 2017-2018 and 2018-2019 led by ZAn.
- Share good practice in terms of differentiated and targeted provision for key stage five students via teaching & learning inset and the school's peer-coaching programme led by ZAn.
- Agree and implement a strategy for up-dating stakeholders regarding revised key stage three Curriculum Progression Grids with SMT and the Management Team.
- Support the progress of students in all key stages - in light of these significant curriculum changes - by developing *four* areas of teaching and learning as identified in quality assurance activity for 2016-2017: namely, questioning; deconstructing the language in new specifications; supporting spelling; and ensuring students fully *process* the feedback offered by their teachers.

Time scale: June 2017 – September 2018
(With the key stage five elements of this focus necessarily rolling through into 2018-2019)

Responsibilities

PSm is responsible for:

- providing training for SMT and the Management Team regarding key stage five Value Added Data and the key stage five target group of students;
- providing SMT, key stage five pastoral staff, and faculty leaders, with information about the key stage five target group;
- working with PMa, to monitor the progress of all students in key stage five, with a focus on the target group, via whole school tracking and internal examinations - updating SMT and the Management Team at key points during 2017-2018 and 2018-2019.

SMc is responsible for:

- using progress data from the first tracking point onwards to identify students who are not likely not 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 key stage five Student Support Team.

ZAn is responsible for:

- making differentiation in key stage five and targeted support for the focus group a feature in whole school key stage five learning walks;
- liaising with AKn regarding how the progress of students in key stage five can be supported via the school's peer-coaching programme, inset, sharing good practice insets, and the appraisal process;
- taking forward the development of four key areas of teaching and learning across the school, which will support all learners, in all key stages;
- updating all stakeholders regarding the development of the key stage three curriculum and the development of Curriculum Progression Grids.

Success Criteria:

- Improved Value Added scores in the Sixth Form for 2018 and 2019 (which was a score of -0.14 for 2016). *(and -0.19 for 2017)*
- High GCSE A/A* (or grade 7 – 9) and GCE A*/B percentages maintained in 2018.
- Positive impact of a consistent monitoring programme for the key stage five focus-group is evidenced in student-discussions.
- Visits to lessons as part of whole school and faculty learning walks and faculty work scrutiny shows new key stage four grading and assessment objectives are fully embedded into practice in key stage four.
- Visits to lessons as part of whole school and faculty learning walks in 2017-2018 shows that over 95% of lessons feature good or excellent practice.
- Visits to lessons in key stage five shows support for students is finely tuned for their different skills, abilities and levels of confidence.
- Stakeholders report a good understanding of Curriculum Progression Grids in years seven, eight and nine.

Milestones:

- First progress grade collection in October 2017 to be used to identify those students in year twelve requiring a programme of close-monitoring
- In Autumn 2017, year thirteen monitoring plans to be confirmed
- During September 2017 – 2018, key stage five 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 2017 – progress of different kinds of learners to be made a focus of year thirteen review week Quality Assurance activities
- October 2017 – internal target estimates to be completed for each key stage five student; generated by PSm from FFt for year thirteen and a combination of data generated by FFT and the Ready Reckoner for year twelve
- October 2017 – estimates to be shared with the Management Team
- October 2017 – Peer Coaching Programme and teaching and learning working party for 2017-2018 to be launched, with some colleagues focusing on raising the achievement of key stage five students
- November 2017 – strategies for target group shared by faculty leaders
- January 2018 – Autumn tracking analysed to see if there is any improvement in the performance of key pupil groups

- January 2018 – student questionnaire of key stage five focus group to be administered and evaluated; results of which to be shared by ZAn with SMT and the Management Team
- March 2018 – strategies for supporting key stage five students of focus to be reviewed by faculty leaders
- April 2018 - Spring tracking to be analysed to see if there is any improvement in the performance of key pupil groups

Outcomes:
- Faculty leaders are aware of the underperforming pupil groups
- Some strategies are devised to tackle this underperformance
- A close-monitoring program is implemented and managed by the Key Stage five Support Team

Monitoring:
- Spring and Summer progress grades; March examination performance for year twelve; and final Advanced Level performance for year thirteen 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 Key Stage Five Support Team.
- Whole school learning walks that take place during review weeks will be used to monitor the effectiveness of support for learners in all key stages.
- The views and experiences of year thirteen 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:
- SMc to research courses for close monitoring of key stage five students to develop additional strategies focused on improving VA
- Arrange a visit for selected faculty leaders to a similar sixth form with positive value added for the purposes of benchmarking

Status: High

Commentary:

The most recent analysis of the projected GCSE outcomes is promising (*****% at grade 7-9) and ***% at A*/B at A-level, reflecting a strong level of monitoring and support of exam group students.

The Y12/13 value-added focus group has been considered for the first time this year, and anecdotal evidence suggests that staff are reporting some definite progress for many of these students. Only final outcomes at A Level will enable a first full analysis, albeit from a year group who were only focused on during Y13. We intend to extend this project as part of the SDP for 2018-19.

The Y13 questionnaires and discussions provided a good source of information about verbal feedback from teaching staff, and highlighted that there were some inconsistencies that should be explored further. This helped to inform one of the sessions in the Twilight training session on 21st June.

SDP – Key Areas for Development (2017-2018) Focus 4

To improve access to student progress tracking data for all teaching and support staff. Investigate software options that can enable access and analysis of data from Facility /eportal in a more intuitive and timely fashion (DSc/PSm)

Objectives:

- To widen access to the student progress data collected each term via eportal to cover all teaching staff
- To improve the timeliness of access to data particularly for subject and Faculty leaders
- To improve the analysis of progress data and to share this analysis with appropriate staff
- To reduce the reliance on key staff for the interrogation of the current student information systems, hence improving resilience
- To encourage teaching staff to make their own use of student progress data to better inform planning and reporting

Actions: (including any CPD needs)

- Test software on sample data
- Visit schools currently using software applications where possible
- Review the current Head of Faculty / Year Head reports and consider improvements based on the availability of any newly accessible data and reports
- Provide training as necessary to all key users

Time scale: July 2017 – June 2018

Responsibility: DSc/PSm

Success criteria:
Software solution in place and student progress data accessible directly by all teaching and relevant support staff that need it by the end of June 2018, in preparation for timetabled use in the next school year.

Milestones:

- Trial 'Prometrix' (from Advanced Learning) software with PMa and MDo by end of October 2017
- Final decision made on software solution by end of November 2017 (SMT)
- Training of staff planned and phased delivery agreed by March 2018 (PSm/PMa/MDo)
- Sample of staff (Faculty Heads & Year Heads) use data in trial run using the live Easter 2018 data
- Decisions made to amend Faculty /Year Head reporting format by May 2018 (JLe/PSm/DSc) in readiness for use during 2018-19
- All relevant staff trained in appropriate use of the software package by end June 2018

Outcomes:

- All teaching staff have improved access to progress data and its analysis in real time
- Improved quality of Faculty Head & Year Head reports
- KGGS no longer dependent on small number of key personnel for the access to and analysis of the progress data for all students
- Greater awareness amongst all staff of the interpretation of aggregated and summative progress data

Monitoring:

- Success will be monitored through the ease with which any changes are introduced and through improvement in the use of the collected progress data (PSm with Heads of Faculty / Heads of Year)
- Feedback from staff following training

Resources/ costs:

- Suitable software purchase (£4000 licence for four years, from Curriculum Designated Budget)

Status: High

Commentary:
The purchase of the software package has been delayed until funds are more readily available – probably 2018-19. This has meant that several of the planned actions will not take place this school year. Since this was purely aimed to be an enhancement to our current system, we do not feel that this will be to the detriment of students or staff.

SDP – Key Areas for Development (2017-2018) Focus 5

To ensure all staff are suitably trained and aware of their statutory duties in relation to SEN & D and that workable systems are established to ensure that information is shared more easily between SENCO, teachers, students and parents.

Objectives:

To increase staff awareness of:

- The impact of SEN&D [Special educational needs and disabilities] on learning in a classroom environment.
- How to build in quality inclusive teaching in the classroom in order to meet the needs of all pupils.
- To develop a system for recording SEN & D needs and the provision that has been put in place by teachers to help them learn.

Actions:

- Make staff aware of their obligations under the Equality Act 2010 and the 2014 SEN & D Code of Practice.
- Make staff aware of the graduated 'Assess – Plan – Do – Review' model and tips on how to help those with SEN&D in the classroom.
- Invest in an on-line program for all staff to access and record progress.
- Circulate key SEN & D dates to all staff.
- Ensure that staff are more aware of the impact of SEN&D on a pupil's performance and learning.
- Create opportunities for sharing good practice.
- Identify and book a suitable provider for inset training on inclusive teaching
- Build criteria into lesson observations to ensure teaching is inclusive with focus on helping those pupils with SpLDs.
- Governors to be invited to investigate whether the school is meeting its obligations in relation to the 2014 SEN & D Code of Practice.
- Specialist Support Teacher to offer appointments to all SEN&D students at Consultation evenings in order to establish a better link between home and school.
- Specialist Support teacher and SENCO to write reports to parents for the students that he/she is working with, as part of the school's normal academic reporting system **(1)**, and to continue to provide SEN & D updates to HOYs three times a year.

Outcomes:

- Teaching staff will have a better understanding of their statutory duties in relation to teaching all pupils with SEN & D (with a focus on SpLDs).
- Staff will improve their understanding of SEN & D monitoring and planning systems within the school and their part within it.
- Teachers will feel more confident making effective adjustments in their lessons for pupils with SEN & Ds. They will have a better understanding of the impact of SpLDs on learning and progress.
- All staff will have access to good practice models for inclusive teaching, monitoring and evaluation of progress.
- Governors report that all staff are meeting their statutory obligations. **(2)**

Timescale: July 2017 to July 2018

Responsibility: JLE/AKN/SENCO

Monitoring:

- Through lesson observations by SMT, Faculty Heads, Heads of Year & SENCO
- Feedback from students with SEN & D using focus groups and interviews.
- Governors' monitoring through committee reports and visits as appropriate **(2)**
- CPD feedback / evaluation

- Through the use of the Provision Mapping program

Resources:
- CPD time
- Training costs (Specialist SEN & D speaker) £200 16/11/17
  29/03/18 Faculty sharing good practice
- Electronic program and licence (Provision Mapping) £3350 – already purchased from the Whole School Budget

Success Criteria:
- Staff understand that they are responsible for providing quality inclusive teaching.
- Staff are using the Provision Mapping program to establish the requirements of their SEN&D students.
- Staff are talking to their SEN&D students regularly to confirm that any special provision is successful and if there are any additional adjustments necessary.
- Staff are confident that they are providing appropriate strategies and materials.
- Students confirm that they are receiving appropriate support within SEND reviews with staff

Milestones:
- July 2017
  - Computer program purchased and trialled by SEN & D team
- September 2017
  - Training dates planned and recorded on school calendar
  - Introductory training session for all staff planned, delivered and evaluated
- July 2018
  - Staff to feel confident with the use of the new program
  - Staff to be confident in the knowledge that they are delivering their teaching so that all students are accessing the curriculum and are making progress.**(3)**
  - Parents to discuss their daughter's progress with the SENCO at consultation evenings.

Status:

Commentary:

(1) SENCO written report to parents decided against. However, SENCO now attends each consultation evening to provide feedback.

(2) Governor's SEND report yet to be completed. Chair of Governors visited school on 29th March to observe/discuss SEND with various departments during INSET day.

(3) Staff feel confident that they are using a variety of strategies to enable all students to access the curriculum.

SDP – Key Areas for Development (2017-2018) Focus 6

To improve the security of the KGGS site and further strengthen our safeguarding procedures for students, staff and visitors. (DMc/JHa/DSc)

Note: It is recognised that a degree of sensitivity is required when considering site security at this school. Whilst nationally we are currently experiencing an unpredictable time with regards to threats to the way we all live our lives day-to-day, it is important to maintain an atmosphere that encourages a suitably relaxed existence for our students, whilst putting their safety and security very high in our priorities. We are also considering this objective against a background of restricted school funding for any development activity.

Objectives:
- To improve the security and safeguarding procedures throughout the school for the benefit of students and staff
- To ensure that visitors to the site are able to adhere to safeguarding procedures whilst themselves keeping safe
- To ensure that KGGS remains compliant with statutory requirements for security of all stakeholders with regards to the site
- To ensure best value is being obtained by KGGS in relation to site security functions

Actions: (including any CPD needs)
- Commission a wide-ranging external, independent audit of the security of the current school site, to include safeguarding procedures
- Seek advice from local security advisers e.g. Police, ADT(current alarms providers), insurers, other educational centres (by visits)
- Identify any necessary and desirable actions in order to improve school site security and safeguarding procedures. Prioritise and cost any identified actions/ improvements.
- Submit a bid for a Conditions Improvement Grant from ESFA in regards to school's site security upgrade as needed
- Report to full governors meetings on progress throughout the year

Time scale: September 2017 – July 2018

Responsibility: DSc/DMc/JHa in liaison with School Governors

Success criteria:
- Sufficient improvements in the security of the school site and the safeguarding of all users of the site to have been identified to enable Facilities Manager, School Bursar, SMT and school governors to be confident that the academy is able to meet all statutory requirements, and has systems in place for the on-going secure use of the school site

Milestones:
- Internal audit of school site security systems completed - by October 2017 (DMc/DSC/JHa)
- Internal audit of student safeguarding procedures as they relate to the physical school site completed (DMc/JLe) late October 2017
- Research & Fact-finding visit(s) to other schools (DMc/JHA) – by November 2017
- Independent Audit of site security produced (DMc/JHa) by October 2017
- Advice sought on bid writing (DSC/DMc/JHa) by October/November 2017
- Bid written to apply to Education &, Skills Funding Agency Conditions Improvement Fund for security systems upgrade (DMc/DSc/JHa) by November 2017
- Progress report produced and presented to governors during school terms 3 (DMc/DSc) January/February 2017

- School bursar (JHa) able to confidently factor in any development costs when considering school budget in March 2018
- (If ESFA bid successful) Report produced by Facilities Manager/ Bursar detailing all planned work intended by contractors throughout the year June 2018 to June 2019.
- (If ESFA bid unsuccessful) Report produced by Facilities Manager/ Bursar detailing any (desired) essential planned work intended by contractors throughout the year June 2018 to June 2019, to fall within budget forecast

Outcomes:
- Identification of improved provision of safety procedures at KGGS for all stakeholders and visitors.
- Funding accessed to make improvements to the security of the site (April/May 2018)
- Improved security features in place at KGGS (July 2018)

Monitoring:
- School Facilities Manager, School Bursar & Headteacher to monitor feasibility and costs of any suggested site security improvement measures
- Governors Resources & Welfare committees to advise on priorities prior to bidding process
- SMT to monitor ongoing project decisions if needed for EFA bid (£1000)
- Visits to other schools to aid research into current good practice and access to reliable security system providers (Travel expenses maximum £300 total)
- All other costs (e.g. any essential through regular discussion at SMT meetings

Resources/ costs:
- Suitable bid-writing advice (£500-£1000)
- improvements identified (which are not funded by EFA bid) to be met from within the existing premises management budget during 2017-18 or 2018-19

Status: High

Commentary:
After a site visit an independent security services company who have experience with CIF bids advised that we were unlikely to be successful in the 2018-19 process without (i) a financial contribution form the school, (ii) identified historical security issues at the school site, and (iii) a need for at least £50K. Given that such companies are usually only too keen to work with schools on CIF bids, we considered their advice to be pertinent.

For these reasons we decided not to go ahead with the bid, which then has consequences for some of the intended actions. We do not currently have spare funds to contribute to a bid, but may have some in 2018-19 for a bid for 2019-20.

The work done on the considerations to improve security by re-locating the reception area will still be of use next year.