School Improvement Plan: Focus Areas 2019-20

"Equal value, equal access to opportunities, all achieve their potential … learning without limits"

1. Increasing progress by improving teaching and learning

a) Deliver focused, whole school development of: **KTC** • Subject specific pedagogical knowledge • Rosenshine's Principles of Instruction • Effective strategies to support memory, learning and explanation • Effective strategies to support metacognition and engagement • Effective feedback and assessment	All staff know and use effective strategies 90+% of staff report improvement in confidence
b) Develop 'Teaching for A*/As' at AS and A Level **EAM** • Staff fluent with specification, assessment criteria, examiners' reports, QLA, …. • Staff have deep subject knowledge across syllabus • Staff understand key strategies to use with more able at KS5 • Staff set high expectations for more able students	33% A*/As at A Level 25% As at AS Level
c) Review, revise and deliver 6th form action plan to: **DPT** • Improve results significantly at A Level, especially A*/As • Build on improvements at AS Level • Support transition for Y12 (ethos, standards, study skills) • Expectations and systems in line with whole school, especially homework, B4L, attendance and punctuality	A Level: 33% A*-A, 65% A*-B, 90% A*-C, 100% pass rate ALPS >=3; all subjects ALPS >=5 AS Level: 25% A, 50% A-B, 75% A-C, 95% pass rate ALPS >=3; all subjects ALPS>=5
d) Quality First Teaching: Ensure termly system of 'Plan – Review - Improve' for collaborative planning of high quality lessons is implemented for all KS3, 4 and 5 courses **EAM (Lead)/Linked SLT** • Units, lessons and areas for improvement clearly identified from review of results (internal and external assessments), QLA for exam courses and staff feedback • Lessons allocated to staff with clear deadlines • Lessons reviewed prior to delivery	System in place and followed by all dep'ts
e) Ensure all department meetings focus on T&L – sharing good practice, improving MTPs and lessons, developing subject knowledge and subject pedagogy **EAM**	90+% staff report improved focus in meetings
f) Embed opportunities for 'spaced/distributed practice' in KS4/5 lessons and homeworks to support recall **JER**	Audit shows opportunities in all courses
g) Raise progress in GCSE English (list of students, interventions, targets/actual outcomes in place for Autumn, Spring and Summer terms), particularly for: **JER** • Boys • FSM students • More able (% 7-9s)	Year 11: Eng: 82% 4+, 65% 5+, 30% 7+ 60% 5 or higher in Eng and Maths 35% of students achieve 5+ 9-7s Progress in top 10% for All, PPG and FSM students
h) Raise progress in GCSE Maths (list of students, interventions, target/actual outcomes in place for Autumn,	Year 11:

Spring and Summer terms), particularly for: **SUH** • Students with low progress in iGCSE • Students on course to gain 5+ in English but not in Maths • PPG students	Maths: 82% 4+, 65% 5+, 30% 7+ 60% 5 or higher in Eng and Maths 35% of students achieve 5+ 9-7s Progress in top 10% for All, PPG and FSM students
i) Run programme of revision sessions to support: **JER** • GCSEs – focus on clear cohort of 'target' students • AS and A Levels – focus on underachieving subjects (ALPS less than 5)	Programme in place and attended by target students
j) Transform and relaunch Excellence Programme to improve impact, especially at KS5 **EAM (Lead)/Linked SMT**	All subjects on programme improve 66%+ subjects move off programme
k) SEND: Research and publish 'Maximise Impact of TAs' and train teachers and TAs **MKD**	M&R shows effective strategies in use
l) Develop coaching programme to support personalised improvements in T&L **KTC**	Clear framework issued and used All staff involved 90% of staff report sessions are valuable
m) Improve quality and consistency of appraisal observations, feedback and follow up **KTC**	Staff report improved support and impact
n) Ensure all staff are clear about the 'starting point' for Year 7s writing and build on this **EJY**	Copies of Y6 work stuck in all books

2. Literacy & Numeracy

a) Literacy: Introduce and embed 'disciplinary literacy' (EEF report) across the curriculum **LJF**	All staff know and use identified strategies
b) Literacy: Ensure all students in Years 7 and 8 read at least one book every term **LJF**	All Yr 7/8 students are reading for pleasure
c) Numeracy: Work with 4 key departments to support success in quantitative exam questions **GSD**	Targets skills session in 4 departments
d) Improve Literacy 'booster' programmes (diagnosis+intervention) for students in Year 7 and 8 who arrive with = <90 KS2 SS reading and provide parent/carer engagement event for these programmes **JER**	Termly monitoring report shows accelerated progress for 80%+
e) Improve Numeracy 'booster' programmes (diagnosis+intervention) for students in Year 7 and 8 who arrive with = <90 KS2 SS maths and provide parent/carer engagement event for these programmes **SUH**	Termly monitoring report shows accelerated progress for 80%+

3. Curriculum and Assessment

a) High quality subject curriculum statements in place and shared with all staff **JER (Lead)/Linked SLT**	Statements completed and shared
b) High quality MTPs in place for all KS3/4/5 courses and followed by all staff **JER (Lead)/Linked SLT**	MTPs in place and followed by all staff
c) All Y11/12/13 MTPs include comprehensive revision programme **JER (Lead)/Linked SLT**	Programme in place and delivered
d) Ensure all assessments, tests and mock exams used for Progress Reports: **JER (Lead)/Linked SLT** • reflect the style and demands of the new KS4/5 courses • include requirement to review/revise prior topics • include revision list for students • include mark schemes for staff and cross-marking/moderation arrangements as required • are reviewed/approved by HODs 2 weeks in advance	Improved accuracy and suitability of progress tests
e) Introduce new system for KS3 assessment and progress tracking **JER**	New system in place for Sep 2020

f)	Review sustainability of use of AS Levels at KS5 *JER*	Way forward agreed
g)	Ensure PSHCE programme, including SRE and health education, meet the new statutory requirements for Sep 2020 in all year groups *JER*	MTPs and lesson resources in place
h)	Careers: Use Gatsby benchmarks to improve careers and IAG provision *DPT*	90% compliance with Gatsby benchmarks

4. Student Behaviour, Safety and Attitudes

a)	Attendance systems are followed consistently by all year groups with particular focus on 6th Form *JER*	96.0+% attendance in all year groups and overall Audit of attendance panels show 100% completion No. of PAs (<90%) in Years 7-13 reduced by 10%
b)	Lates system is applied consistently by all year groups with particular focus on 6th Form *JER*	Audit of punctuality cards show 100% completion Improve punctuality to school by 10% 20% fall in persistent lates (PLs)
c)	Launch new B4L with focus on positive learning behaviour and no low level disruption *LJF*	New B4L in place Student survey shows consistent use
d)	Train all staff in positive handling, de-escalation and encouraging self-regulation *LJF*	Staff report improved confidence in strategies
e)	Plan and deliver termly, whole school Anti-Bullying events to maintain high awareness *LJF*	Increase in awareness/reporting; reduction in incidents
f)	Develop pro-active role of 'Friendly Faces' (Anti-Bullying Advocates) in every form *LJF*	Student survey shows improved impact
g)	Ensure all staff are confident in the proactive pastoral care and development of form tutees *JER*	Every student is known and supported by form tutor
h)	Positive Mental Health and Resilience presentations for all students in Years 8-13 with intervention programme for most vulnerable *MKD/EJY*	Programme in place and delivered
i)	Improve staff and student safeguarding awareness of grooming *EJY*	Increased awareness reported by staff/students
j)	Train SMT, HOYs and AHOYs in consistent response to abuse of social media *EJY*	Consistent response in place
k)	Develop consistent recording of safeguarding conversations by staff *EJY*	Consistent system in place

5. Student Personal Development, Equality and Inclusion

a)	Develop Year Councils, led by 6th Formers and AHOY, to support work on key issues: *JER/Linked AHT* • Examples could include: Anti-Bullying; Use of social media and online bullying/harassment; Year group leadership opportunities; Anti-Knives/Anti-Gangs Campaign; Tackling the 'No Snitch' culture; Diversity and EO; Extra-curricular offer (to be agreed)	Termly activities & feedback to staff/students
b)	Anti-Knives/Anti-Gangs presentations for all students in Years 7-13 *EJY*	Positive feedback from students
c)	Run 'Passport to Success' or equivalent programme in Years 7-10 *JER*	Positive feedback from students
d)	Run 'Self-Esteem-Confidence-Aspirations' group for selected girls in Year 10 and 11 *MKD*	Positive feedback from students
e)	Revise student survey to include series of scheduled surveys on T&L, bullying, WB, extra-curricular, …… *MBG*	Feedback impacts practice
f)	Widen range of community leadership roles for 6th Formers to include mentoring, tutoring, ….. *DPT*	Wider choice; all engaged
g)	Develop work of parent advisers with 20 underachieving students/families each to support positive progress *MKD*	Impact reviewed termly 80% of students' progress improves

h)	Ensure all student and parent/carer surveys are followed by feedback and actions at whole school and year group level **MBG**	Feedback in newsletter/bulletin and actions/impact published
i)	Raise achievement in all year groups by running year team 'Closing The Gap' Interventions: **Linked AHTs** • List of students, interventions, target/actual outcomes in place for Autumn, Spring and Summer terms	Interventions take place Actual outcomes meet target outcomes
j)	Provide comprehensive preparation for Oxbridge and Med/Vet/Dent (tests, interviews, meeting offers) **GSD**	Increased number of offers
k)	Run coherent, planned "How To Support Your Child with … " series in Parents Forum and newsletters **DPT**	
l)	Develop work of TAs as key workers/advocates to linked students **MKD**	Key workers allocated and effective
m)	Work with students to widen extra-curricular offer for 6th Formers **MKD/DPT**	3 or more extra activities added

6. Leadership and Management

a)	Ensure school improvement groups have positive impact on key improvement priorities **SUH** Staff: AS/A Level T&L; Gatsby/Careers; Disciplinary Literacy; Staff Wellbeing; Safeguarding	All groups plan and complete clear tasks with outcomes/impact; work of groups cascaded to all staff
b)	Ensure clear systems are in place and understood and followed by all staff for: • Homework: Setting, checking, recording non-completion on SIMS and dep'tal follow up **EAM** • Homework reports: Issue and completion **JER** Behaviour reports: Issue and completion **JER** • Attendance letters, reviews and panels **JER** • Late detentions system **JER**	Audit of systems show 100% compliance
c)	SMT to research, report and implement good practice in key area of responsibility **ALL**	Key improvements implemented
d)	Plan and implement department M&R programme with feedback to all staff **EAM**	100% activities completed, shared with followed up
e)	Plan and implement year M&R programme with feedback to all staff **JER**	100% activities completed, shard and followed up
f)	Benchmark NQT and 2nd Year Teacher programmes against Early Careers Framework and develop as required **LJF**	Revised programme in place School to pilot ECF from Sep 2020
g)	Environment drive: 'Litter-free' school, increase recycling, reduce single-use plastics **AMcF**	Student survey report improvements in all areas
h)	Capital Programme – ensure planned programme is completed on schedule and budget **AMcF**	Improvement in completion time/rates
i)	Maintenance – ensure PPM and reactive maintenance tasks are reported, tracked and completed in timely manner **AMcF**	Improvement in completion time/rates
j)	Consult on and update the appraisal policy and systems **SUH**	New policy agreed and launched
k)	Plan and deliver staff wellbeing programme inc. wellbeing survey and specific support for staff MH and workload **KTC**	Programme delivered
l)	Ensure all staff are trained in and meet the requirements of GDPR **MBG**	No reportable incidents
m)	Ensure consistent, effective use of MLE to support homework and revision **GSD**	Active use by all departments
n)	Ensure all duties are completed by all staff **GSD**	Monitoring shows 100% completion
o)	Review and manage use of PPG funds so they are planned and spent with maximum impact **GSD**	PP-nonPP gap closes
p)	Recruitment and retention strategy for shortage areas **SUH**	Strategy in place
q)	Governors are trained in the new OFSTED framework **IWF**	Training delivered and effective