

School Improvement Plan 2020/2021 (v2 Nov 2020)



SCHOOL CONTEXT					
Number of pupils on roll	1992 420/1214/358	Number of pupils eligible for pupil premium	305 (15% of cohort)	Number of pupils with education, health and care (EHC) plan	46 (Pri: 6, Sec:40)
Percentage of pupils with EAL	18%	Most recent Ofsted grade	2 (2017)	Most recent S48 Grade	1 (2019)
Pupil achievement for whole cohort (2019 – most recent)	KS2 n/a KS4 – P8 - +0.36 KS5 – VA - +0.07	Pupil achievement EHCP / SEND (2019 – most recent)	KS2 n/a KS4 – P8 - +1.1 KS5 – VA – supp.	Pupil achievement more able (2019 – most recent)	KS2 n/a KS4 – P8 - +0.03 KS5 – VA - -0.35
Overall Attendance	95%	Persistent absence (Students away >10%)	9.6%	New Staff	9 teachers 5 TA 4 Othe4
Key Ofsted actions from last report	Differentiation for most and least able - Make sure staff consistently give pupils the opportunity to work at a level which will help them to reach their full academic potential.				
Key staffing areas of issue	Teaching staff: Two permanent posts are currently filled by temporary staff. A number of maternity contracts (3 FTE), long term sickness (3FTE) are currently in place. Two more teachers (1.8FTE) are due to begin maternity leave in January, with one of the . No staff currently receiving formal support.				
Budget information	Unrestricted reserves = c. £260K; 2020-21 in year surplus/(deficit) = c. (£8K) <i>Forecast based upon ASCL assumptions (AWPU+2% Pay+3%) :</i> 2021-22 = c. £90K, 2022-23 forecast = c. (£50K); 2023-24 = c. (£120K)				

OBJECTIVES FOR 2020/2021	
Objective 1 Whole School	Fine-tune our curriculum
Objective 2 Whole School	Improve consistency of teaching and learning
Objective 3 Whole School	Ensure students progress well from baseline assessments
Objective 4 Secondary and Sixth Form	Review curriculum and staffing
Objective 5 Primary Phase	Improve delivery of provision for children with SEND

OBJECTIVE 1 – Fine-tune our curriculum						
ACTION	TIMESCALE	SLT LEAD	SUCCESS CRITERIA January RAG	SUCCESS CRITERIA April RAG	SUCCESS CRITERIA July RAG	SEF REFERENCE
Establish an agreed common vocabulary for curriculum planning	April	RGD / EWN	Work across phases to develop the key areas identified by SIA Completed learning journeys	Work across phases to develop the key areas identified by SIA Completed learning journeys	Work across phases to develop the key areas identified by SIA Completed learning journeys	Q of E
Ensure there is a planned sequence of learning	July	SLT	Complete learning journeys Learning walks check that lessons are planned as part of a sequence, matching to long term plans	Complete learning journeys Learning walks check that lessons are planned as part of a sequence, matching to long term plans	Complete learning journeys Learning walks check that lessons are planned as part of a sequence, matching to long term plans	Q of E
Ensure essential learning is clearly defined	July	SLT	Primary and KS3 Review long term plans to ensure essential learning is clearly defined Ensure the essential learning builds upon the previous year, this will be evident in planning Deep dive discussions with departments / year groups	Primary and KS3 Review long term plans to ensure essential learning is clearly defined Ensure the essential learning builds upon the previous year, this will be evident in planning Deep dive discussions with departments / year groups	Primary and KS3 Review long term plans to ensure essential learning is clearly defined Ensure the essential learning builds upon the previous year, this will be evident in planning Deep dive discussions with departments / year groups	Q of E

OBJECTIVE 2 – Improve consistency of teaching and learning						
ACTION	TIMESCALE	SLT LEAD	SUCCESS CRITERIA January RAG	SUCCESS CRITERIA April RAG	SUCCESS CRITERIA July RAG	SEF REFERENCE
Pilot group working on Rosenshine principles	July	NTR / BDE	Identify a broad range of staff to be on the group CPD delivered to staff Impact measured via learning walks, student and staff feedback	Identify a broad range of staff to be on the group CPD delivered to staff Impact measured via learning walks, student and staff feedback	Identify a broad range of staff to be on the group CPD delivered to staff Impact measured via learning walks, student and staff feedback	Q of E
Analyse and act upon meaningful learning walk data	July	NTR / RO / BW	Train staff on new learning walk app Analyse data in a timely manner for TLA governing committee Use data to highlight good practice and develop plans to support underperformance	Train staff on new learning walk app Analyse data in a timely manner for TLA governing committee Use data to highlight good practice and develop plans to support underperformance	Train staff on new learning walk app Analyse data in a timely manner for TLA governing committee Use data to highlight good practice and develop plans to support underperformance	Q of E / L & M

OBJECTIVE 3 – Ensure students progress well from baseline assessments						
ACTION	TIMESCALE	SLT LEAD	SUCCESS CRITERIA January RAG	SUCCESS CRITERIA April RAG	SUCCESS CRITERIA July RAG	SEF REFERENCE
High quality tracking and intervention at KS2	June	EWN	Conduct a baseline assessment Identify children requiring intervention Deliver intervention Children achieve at least in line with local and national figures	Conduct a baseline assessment Identify children requiring intervention Deliver intervention Children achieve at least in line with local and national figures	Conduct a baseline assessment Identify children requiring intervention Deliver intervention Children achieve at least in line with local and national figures	Q of E
High quality tracking and intervention at KS4	August	RGD	Analyse data from mocks Identify students for intervention Deliver intervention Students achieve positive P8 score	Analyse data from mocks Identify students for intervention Deliver intervention Students achieve positive P8 score	Analyse data from mocks Identify students for intervention Deliver intervention Students achieve positive P8 score	Q of E
High quality tracking and intervention at KS5	August	JWD	Conduct a baseline assessment Identify students requiring intervention Deliver intervention Students achieve positive VA	Conduct a baseline assessment Identify students requiring intervention Deliver intervention Students achieve positive VA	Conduct a baseline assessment Identify students requiring intervention Deliver intervention Students achieve positive VA	Q of E

Use catch up funding effectively	September	HPS	<p>Identify students who have fallen behind during lockdown</p> <p>Construct a programme to deliver intervention to those students</p> <p>Tracking data will identify an improvement in their progress</p>	<p>Identify students who have fallen behind during lockdown</p> <p>Construct a programme to deliver intervention to those students</p> <p>Tracking data will identify an improvement in their progress</p>	<p>Identify students who have fallen behind during lockdown</p> <p>Construct a programme to deliver intervention to those students</p> <p>Tracking data will identify an improvement in their progress</p>	L & M
----------------------------------	-----------	-----	--	--	--	-------

OBJECTIVE 4 – Review of curriculum and staffing						
ACTION	TIMESCALE	SLT LEAD	SUCCESS CRITERIA January RAG	SUCCESS CRITERIA April RAG	SUCCESS CRITERIA July RAG	SEF REFERENCE
Examine viability of a 50-period timetable cycle	March	BDE / RGD	<p>Consult staff on altering the structure of school day</p> <p>Develop alternate curriculum models with clear rationale for change</p> <p>Identify any budgetary implications</p> <p>If appropriate, implement new structure for Sept 2021</p>	<p>Consult staff on altering the structure of school day</p> <p>Develop alternate curriculum models with clear rationale for change</p> <p>Identify any budgetary implications</p> <p>If appropriate, implement new structure for Sept 2021</p>	<p>Consult staff on altering the structure of school day</p> <p>Develop alternate curriculum models with clear rationale for change</p> <p>Identify any budgetary implications</p> <p>If appropriate, implement new structure for Sept 2021</p>	Q of E
Increase MFL participation at KS4	March	SLT for MFL	<p>Identify trends of proportion of students taking a modern language at KS4</p> <p>Use student voice to investigate why numbers studying a modern language are lower than national figures</p> <p>Develop a strategy to increase the proportion of students taking a modern language at KS4 over time</p>	<p>Identify trends of proportion of students taking a modern language at KS4</p> <p>Use student voice to investigate why numbers studying a modern language are lower than national figures</p> <p>Develop a strategy to increase the proportion of students taking a modern language at KS4 over time</p>	<p>Identify trends of proportion of students taking a modern language at KS4</p> <p>Use student voice to investigate why numbers studying a modern language are lower than national figures</p> <p>Develop a strategy to increase the proportion of students taking a modern language at KS4 over time</p>	Q of E

OBJECTIVE 5 – Improve delivery of provision for children with SEND

ACTION	TIMESCALE	SLT LEAD	SUCCESS CRITERIA January RAG	SUCCESS CRITERIA April RAG	SUCCESS CRITERIA July RAG	SEF REFERENCE
Ensure the targets on IEPs are SMART and effectively reviewed	July	AME	Sample of plans will highlight SMART targets	Sample of plans will highlight SMART targets	Sample of plans will highlight SMART targets	Q of E
Class teachers and other staff consistently address EHCP targets	July	AME	<p>Lesson observations highlight targets are being met in class</p> <p>Feedback from parents will indicate satisfaction needs of child are being met</p> <p>TA and teacher will feedback children with EHCPs are engaged in their learning</p>	<p>Lesson observations highlight targets are being met in class</p> <p>Feedback from parents will indicate satisfaction needs of child are being met</p> <p>TA and teacher will feedback children with EHCPs are engaged in their learning</p>	<p>Lesson observations highlight targets are being met in class</p> <p>Feedback from parents will indicate satisfaction needs of child are being met</p> <p>TA and teacher will feedback children with EHCPs are engaged in their learning</p>	Q of E