

## Overview of School Improvement Plan 2018-2019

| Ofsted Key Judgement                                       | Whole School Aims  | Development Objectives for 2018/2019   | Proposed Outcomes/Impact  |
|--|--|--|---|
| <p><b>Effectiveness of Leadership and Management</b></p>   | <p>All leaders including Governors, are highly ambitious for all students and lead by example.</p> <p>They act on a deep and accurate understanding of the school's performance.</p> | <p>To increase distributive leadership in securing sustainable whole school improvement.</p> <p>To be relentless in securing improved outcomes for all students, especially those identified as falling behind (including identified vulnerable groups).</p> | <p>Leaders have created a culture of high expectations, aspirations and scholastic excellence. There is a shared vision, leaders are highly skilled and effective in driving forward whole school improvement.</p> <p>Leaders and staff act swiftly on information gained from assessments, monitoring and outcomes. School monitoring information is triangulated in order to clearly identify areas of Outstanding teaching and learning across the school. Students will achieve well because their progress is regularly tracked against their last statutory benchmark as well as year on year – and precise action is taken.</p>  |
| <p><b>Quality of Teaching, Learning and Assessment</b></p> | <p>Teaching over time in all year groups is outstanding and never less than good.</p>  | <p>To continue to improve the quality of teaching and learning across the school.</p> <p>To monitor and evaluate the impact of Maths improvement strategies on student outcomes in order to secure sustained, long term improvement.</p>                     | <p>Quality of teaching is highly effective across the school with precise professional development that encourages, challenges and supports. All teaching is consistently Good and there is a higher percentage of Outstanding teaching.</p> <p>Almost all students have mastered their year group curriculum in Maths and teaching is underpinned by a teaching for Mastery approach. Students have further developed their reasoning and problem solving skills and engage in high quality mathematical talk, using a good level of mathematical vocabulary.</p> <p>Teaching and Learning strengthens the concept of number and students demonstrate a good level of fluency of age appropriate number facts.</p> |

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|                      |                   | <p>To monitor and evaluate the impact of English improvement strategies on student outcomes in order to secure sustained, long term improvement.</p> | <p>Teaching further develops the use of models and images as a means of representing mathematical concepts. Students make effective use of manipulatives and pictorial representations to represent the maths and help them to solve problems.</p> <p>More students achieve mastery with greater depth and transfer embedded skills in Maths confidently, effectively and accurately across the curriculum.</p> <p>Teachers demonstrate increasingly deeper knowledge and understanding of the teaching and learning of English and strive to ensure every lesson is an English lesson.</p> <p>Almost all groups of students master the year group curriculum due to the effective delivery of a cohesive and bespoke approach to teaching and learning in English through a novel-based curriculum.</p> <p>The curriculum design nurtures pupils who read easily, fluently and with enjoyment and depth of understanding. Pupils also progress into effective, not formulaic writers as they learn about how writers use language and words to impact on the reader and use them as models for their own writing.</p> <p>More students are able to engage in high-quality 'book talk' and teachers improve students' confidence and competence in spoken language and listening skills.</p> <p>More students achieve mastery with greater depth and transfer embedded skills in English confidently, effectively and accurately across the curriculum.</p> |

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|   |                   | <p>To further improve the quality of teaching for the lower attaining and SEND students. Further develop staff skills and strategies in catering for a wide range of pupil needs particularly the lower attaining and SEND students.</p> <p>For all teachers to know what good or better progress looks like for all students in their class; demonstrable impact of stretch and challenge differentiation to ensure the most-able attain potential target grades.</p> <p>A wider range of specific assessments will be utilised by SENDCOs to support class teachers planning provision and tracking small steps of progress.</p> <p>Interventions will be effectively used by all teachers to accelerate progress and close gaps in learning, including Y11 tutor intervention and Academic mentoring.</p> <p>Year 11 Curriculum offer is adapted bespoke to individual need in order to ensure meaningful success for all levels of ability</p> | <p>Teachers will use a wide range of teaching strategies based on knowledge of excellent practice alongside knowledge and understanding of individual students including specific difficulties, such as; SEMH, ASD and/or Dyslexia. There is enhanced provision for lower attaining/SEND students. These students will make improved progress.</p> <p>Teaching allows adequate time for the application of skills and consolidation of learning. Students are engaged, active learners and able to access the curriculum with increasing levels of independence.</p> <p>All teachers are confident and consistent in their ability to make judgements about students' progress and attainment. Tracking and monitoring of student progress is rigorous. Assessment processes for SEND students rigorously track small steps in learning. Interventions will be effective in securing student progress.</p> <p>All teachers use assessment information to effectively plan and track interventions. Senior and middle leaders plan interventions addressing wider trends in attainment and progress. Interventions are evaluated, any relevant outcomes are shared with teaching staff to inform future practice.</p> <p>Functional Skills curriculum supports Y11 SEND/LA students to consolidate success through reduction of GCSE offer, bespoke to individual need (personalisation of curriculum).</p> |
| <b>Quality of Personal Development, Behaviour and Welfare</b> |                   | <p>To ensure that there are systems in place to promote healthy minds</p>  | <p>All staff and governors will have training on Supporting Mental Health and Well Being in School. Students with SEMH will be provided with early help through teacher, TA and Learning Mentor support. Parents will have opportunities to access counselling services in school.</p>   |

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|                                     | <p>All students value their education and rarely miss school</p>   | <p>To improve overall attendance, reduce persistent absences and reduce the number of in-school requests for leave.</p> <p>Supportive and thorough careers guidance supports well-informed Exit Strategies/ career plans (including SEND, Medical and PP support)</p>   | <p>Rigorous and consistent systems have an impact on whole school attendance and the target of 96% is achieved.</p> <p>Vision and Values (RRRR) are clear and well embedded, with a strong identity to all stakeholders.<br/>Staff understand the power of collective, shared potential through systems such as RRRR.</p> <p>Gatsby Benchmark engages as measure of Work Experience impact within criteria of national framework expectations. Effective and meaningful PSHCE &amp; Mentoring programmes compliment academic input for Y9 and 11 students.</p>  |
| <p><b>Outcomes for Students</b></p> | <p>All students make substantial and sustained improvement in each year group and across the curriculum.</p> | <p>All students make good progress from their different starting points and achieve/exceed standards expected for their age nationally (at the end of a key stage) or within the school's own curriculum.</p> <p>Attainment in Reading, Writing, Maths and Science at KS1/2 is in line with/exceeding national averages</p> | <p>Year 1 Phonics attainment is in line with national expectations</p> <p>Ensure all students who reach GLD at the end of Reception achieve Expected/Greater Depth standard in Reading, Writing and Maths at the end of KS1.</p> <p>Attainment in Reading, Writing and Maths at KS1 Greater Depth is in line with national expectations.</p> <p>Attainment in Science at KS1 Expected standard is in line with national expectations.</p> <p>Ensure a higher proportion of lower attaining students achieve the Expected standard in Reading, Writing and Maths at the end of KS2.</p> <p>Ensure all middle attaining students achieve the minimum Expected standard in Reading, Writing and Maths at the end of KS2.</p> |

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|                      |                   |  | <p>Attainment in Writing at KS2 Greater Depth is in line with national expectations.</p> <p>Attainment in Science at KS2 Expected standard is in line with national expectations.</p> <p>Ensure RWM combined at the end of KS2 is above national expectations.</p> <p>Year 7 students starting the year below Expected standard according to KS2 SATs will narrow the gap with those who met standard. This is to be achieved by the end of the academic year.</p> <p>68% of pupils to achieve Grade 4 or above in both Maths and English.</p> <p>School's Progress 8 (P8) measure to be average or higher.</p> <p>Ensure P8 scores of Pupil Premium and Non-Pupil Premium Students are comparable.</p> |
| EYFS                 |                   | Attainment in Reading, Writing and Maths in EYFS is in line with/exceeding national averages | <p>To close the gap between school and national GLD.</p> <p>To increase the % of students working at Expected level (ELG) in Reading, Writing and Maths and this is closer to the national averages.<br/>           2017-2018 60% National GLD 72%<br/>           2016-2017 56%</p> <p>There is a higher percentage of students working at the Expected level in Reading, Writing and Maths and this is closer to national averages.</p>  |

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|                      |                   |                                      | <p>To increase the 48.9 % of boys achieving the GLD in comparison to the girls (70%) and narrow the gender gap</p> <p>2016-17 Girls 71%<br/>Boys 42%</p> <p>There is a higher percentage of pupils in Nursery working at Age related expectations at the End of Nursery.</p> <p>To effectively use the new online assessment system to track pupil attainment / progress</p> <p>To further develop the effectiveness of Big Book in contributing to high outcomes for pupils across the EYFS curriculum</p> |