

School Improvement Plan

2016-17

This School Improvement Plan is deliberately brief. It is intended to maintain a sharp focus on the **key priorities for 2016-17**. *It should not be assumed that something is not considered important simply because it does not appear in this document.* Individual members of SLT have their own, more detailed action plans that are reviewed regularly with the Headteacher. Likewise, middle leaders have their own action plans that reflect whole-school priorities as well as departmental ones. In addition, SLT regularly review progress against a more detailed self evaluation matrix that covers all those areas Ofsted are instructed to look at when they inspect schools.

The most important priorities of all are:

- 1. Continuing to raise achievement across the school and, in particular, improving rates of progress in English and for Pupil Premium students**
- 2. Increasing the level of challenge within lessons**
- 3. Developing a more explicit ethos across the school with respect to participation, social responsibility and ambition**

Criteria for RAG column:

Green = On track to meet, or get close to, the ambitious target by the end of the year. Evidence is robust.

Amber = Making good progress but a realistic possibility we might not meet ambitious target OR we expect to meet target but evidence is not yet sufficiently robust

Red = Will not meet target as things currently stand.

Theme	Actions and Success Criteria	SLT	Gov's	RAG (date)	Evaluation (date)
Achievement for All	a. Does PR data suggest we are on track for 70% of students to meet the new basics measure of 9-5EM? (n.b. this would put us comfortably within the top 5% of schools in terms of progress, according to FFT) Are we at least on track to meet the 'FFT High' target of 61% that would put us in the top 20% of schools nationally?	NDI	C&S		
	b. Does PR data suggest that we are on track to achieve a P8 score of at least 0.20, which should comfortably ensure we are significantly above average and put us in the top 20% of all schools (and would represent a significant step forward towards our longer-term goal of a P8 score of 0.5 and positions in the top 5% of all schools and 20% of similar schools)?	NDI	C&S		
	c. Does PR data suggest that performance in English is rapidly improving and on track for a P8 score of at least 0.20 this year (c.f. - 0.07 in 2016), which should comfortably ensure that we are significantly above average and in the top 20% of schools? Is this performance consistent across all prior attainment groups?	NDI	C&S		

	d. Does PR data suggest that Pupil Premium and SEND students will achieve as well as other students, or at least above NAs for all students (i.e. a positive P8 score) and with a substantial narrowing of the gaps?	NDI	C&S		
	e. Does PR data suggest that the majority of subjects are on track to meet 'FFT High' targets (thus placing them in the top 20% of the country) and that none are going to get less than Good results according to school criteria?	NDI	C&S		
	f. Does PR data suggest we will meet our Ebacc target of 45%?	NDI	C&S		
	g. Does PR data suggest AS and A2 results will place us in at least the top 25% of similar schools (ie. ALPS 3 or better), with no individual subject less than Good (ie. ALPS 5) and no significant variance between groups of students (SEN; FSM6; Bursary)?	HED	C&S		
	h. Does the evidence suggest that retention and success rates for sixth form are very high? (Year 12 success rate of 80+%; retention rate Yr12 to Yr 13 of 90+%; and achievement rate of 90+%)	HED	C&S		
	i. Have we succeeded in providing effective teaching and support for GCSE re-sit students at KS5 and does PR data indicate high success rates?	HED	C&S		
	j. Are new systems for tracking and monitoring progress of sixth form students in place and having a clear impact?	HED	C&S		
	k. Is the new system for KS3 assessment and reporting in place, well-understood by all stakeholders and providing a clear, accurate means of tracking performance?	RJO	C&S		
	l. Is the new RAP process for KS3 in place and having a clear impact and, in particular, on the progress of Pupil Premium students?	RJO	C&S		
Excellent Teaching	a. Do assessment checks and work scrutinies indicate that all books are being marked in accordance with FAR marking policy, so that all students have high quality feedback on how to improve their work and ample opportunity to demonstrate that feedback has been effective?	RWA	C&S		
	b. Is homework generating positive learning outcomes and strong parental feedback? Are staff all following school policy in terms of amount of homework being set and is the quality of homework improving?	RWA	C&S		

	c. Do learning walks, work scrutinies and observations indicate that activities are well-matched to pupils' needs, including significantly higher levels of challenge? Are all students, including the more able, being stretched?	RWA	C&S		
	d. Are new systems working to ensure sixth form students are using non-contact time more productively? Are teachers setting sufficient independent work for students and is it all being completed properly?	HED	C&S		
An Inclusive School for All Abilities	a. Do behaviour records, including exclusion and detention figures, suggest that strategies to improve provision for Pupil Premium and SEND students are working? Are strategies to reduce the number of repeat offenders/offences having a clear impact?	HRD	SSWC		
	b. Is the new Flexible Learning Programme in place and providing a markedly broader range of interventions for more students? Is there a provision map in place, with a clear and accurate system for measuring impact of interventions? Is there growing evidence of impact?	HRD	SSWC		
	c. Do learning walks, work scrutinies, observations and student voice suggest that teachers are aware of, and are taking particular account of, the needs of Pupil Premium students?	RWA	C&S		
	d. Have we developed the Scholars Programme to deliver more in-school events, greater levels of aspiration more pride in the school? Is the programme generating excellent student and parental feedback? Have we developed the Gateway programme to include more subject-specific support for Oxbridge/medicine candidates?	RWA	C&S		
Professional Learning Culture	a. Are faculty monitoring systems providing high quality evidence of strengths and areas for development for individual teachers and departments and is there clear evidence that these are being acted upon? Are middle leaders rigorously holding colleagues to account for performance, but with humanity and common sense?	JOG	C&S		
	b. Is sixth form teaching being properly included in monitoring schedules by both middle and senior leadership?	HED	C&S		
	c. Is a high quality CPD programme in place that suits teachers at different stages of their career, including those with leadership aspirations? Is feedback increasingly positive?	RWA	C&S		

	d. Does staff feedback indicate high levels of job satisfaction? Do staff feel trusted as professionals and that they have access to high quality CPD?	RWA	SSWC		
Behaviour & Ethos	a. Is behaviour continuing to improve, such that we have impeccable behaviour at all times? In particular, do staff agree that behaviour outside of lessons has improved and is uniform being worn correctly by all students at all times?	HRD	SSWC		
	b. Are we actively promoting a culture in which it is seen as desirable to perform well academically? Is a culture of 'scholastic excellence' increasingly apparent?	NDI	C&S		
	c. Are the new Heads of Ethos having a clear impact in terms of explicitly promoting the school's ethos to students? In particular, have we created significantly more opportunities for students to demonstrate they are 'socially responsible members of our community'? Are students being celebrated and rewarded for this?	NDI	SSWC		
	d. Does data suggest that we are on course to meet our attendance target of 96%, putting us securely in the top quintile nationally, including a narrowing of the gap for PP and SEND students?	HRD	SSWC		
	e. Are all safeguarding policies being consistently followed by all concerned? Are we responding rigorously to the issues presented by online safety and CSE?	RBA	SSWC		
Extra-Curricular Activities	a. Are numbers of different students involved in extra-curricular activities (including trips) rising rapidly, including/especially for Pupil Premium and SEND students? Are we on track to see 75% of the main school on the Leadership Ladder by the end of the year, including/especially Pupil Premium students?	NDI	SSWC		
	b. Have we secured the Artsmark Gold award, as a recognition of the importance we place upon the Arts?	RWA	SSWC		
Community Links	a. Have we significantly increased the number of opportunities for our students to play a positive role in the wider community? Can local organisations see tangible evidence of our commitment?	NDI	SSWC		
Communication with parents	a. Does parental feedback indicate higher levels of satisfaction for home/school communication? Are the new home-school app and website in place and have they been well-received?	GWJ	SSWC		

	b. Does the information on reports and the website provide parents with a clearer idea of the progress being made by students, including clear and comprehensive guidance as to how they can support students in preparation for exams in all key stages?	JOG / RJO	C&S		
Learning Environment	a. Are displays in corridors and other public spaces consistently high quality and reflective of the highest levels of aspiration? Do they reinforce key ethos messages?	NDI	Buildings		
School Finances	a. Is the budget for 2016-17 under control? Are we confident we will manage costs to meet expectations?	GWl	Finance		
	b. Do we have a clear and effective strategy for the next 3 years, based on all the available information about likely income and costs over this period?	GWl	Finance		
	c. Is an effective business plan in place and are we raising significantly more money from external sources than in previous years?	GWl	Finance		