

School Improvement Plan 2017-18

This School Improvement Plan is deliberately brief. It is intended to maintain a sharp focus on the **key priorities for 2017-18**. *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.

The most important priorities of all are:

- 1. Continuing to raise achievement across the school and, in particular, for disadvantaged and SEND students**
- 2. Increasing the level of challenge within lessons**
- 3. Improving attendance rates for disadvantaged and SEND students**

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)
	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 62% that would put us in the top 20% of schools nationally?	EMI/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 position in the top 5% of all schools)?	EMI/NDI	C&S		

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Achievement for All	c. Does PR data suggest that disadvantaged 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 significant diminishing of differences compared to other students?	EMI/NDI	C&S		
	d. 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 and 0.0 in 2017), 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?	EMI/NDI	C&S		
	e. Does PR data suggest that performance in Science is rapidly improving and on track to meet 'FFT High' targets that would put us in the top 20% of the country?	EMI	C&S		
	f. 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?	EMI	C&S		
	g. Does PR data suggest A' level 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)?	TSC	C&S		
	h. Does PR data suggest that performance in post-16 applied general (i.e. vocational) courses is rapidly improving and will generate a VA score of at least zero, as a first step towards ensuring progress is as strong as it is for A' levels	TSC	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 compared to NAs?	TSC	C&S		

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	j. Does KS3 data suggest that students in all groups and all year group are making the progress that we would expect in order for them to be on track to meet equivalent school targets for GCSE performance in due course?	RJO	C&S		
	k. Is the RAP process, including new whole-school provision map firmly established and having a clear impact on the progress of disadvantaged and SEND students in all year groups (especially years 7-10)?	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? Is there evidence that disadvantaged students are being properly prioritised in this regard?	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 the consistent use of <i>TIF</i> strategies to ensure high levels of challenge and aspiration for the most able?	RWA	C&S		
	d. Are systems working efficiently to ensure sixth form students are using non-contact time productively? Are teachers setting sufficient independent work for students and is it all being completed properly?	TSC	C&S		
	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		

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An Inclusive School for All Abilities	b. Have we succeeded in implementing a system for tracking the rewards/recognition students - especially disadvantaged and SEND students - are receiving for various forms of achievement? Are HoYs responding to this data to ensure that key groups are receiving proper recognition and celebration?	HRD	SSWC		
	c. Have we developed the Scholars Programme further, such that the academic expectations contained within in are even higher and students are being challenged even more to push themselves? Is it continuing to generate positive feedback?	RWA	C&S		
	d. Have we developed the Gateway programme to include better support (especially subject-specific support) for Oxbridge/medicine candidates, as evidenced by greater numbers of offers?	TSC	C&S		
Professional Learning Culture	a. Does staff feedback indicate high levels of job satisfaction? Do staff feel that they are trusted as professionals and that they have access to high quality CPD, including for developing leadership skills and opportunities for career progression?	RWA	SSWC		
	b. 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 (including HoSs) rigorously holding colleagues to account for performance, but with humanity and common sense? Is the increased faculty meeting time being utilised effectively?	EMI	C&S		
	c. Is sixth form teaching being properly included in monitoring schedules by both middle and senior leadership? Is this generating effective actions for improvement?	TSC	C&S		
	d. Is there evidence that our comprehensive CPD programme is having an impact on the quality of teaching?	RWA	C&S		

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Behaviour & Ethos	a. Does data suggest that we are on course to meet our attendance target of 96%, putting us securely in the top quintile nationally. Does this include a substantial improvement in attendance of disadvantaged and SEND students, representing significant steps forward in our aim to see their attendance rates match those of all students?	HRD	SSWC		
	b. Is behaviour continuing to improve, such that we have impeccable behaviour at all times? In particular, is there evidence that it is better in lessons with supply teachers and that behaviour at lunch and in corridors has further improved?	HRD	SSWC		
	c. Are we succeeding in making the notion of 'social responsibility' even more explicit throughout the school? Is there clear evidence that all students understand what this means?	HRD	SSWC		
	d. Are we succeeding in further developing a culture of scholastic excellence throughout the school?	NDI	C&S		
Extra-Curricular Activities	a. Are numbers of different students involved in extra-curricular activities continuing to rise, 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. Are we on track to ensure that all PP students have used their trip voucher to go on at least one trip this year? Are SEND students accessing trips at least as often as other students?	NDI	SSWC		
	c. 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 been successful in developing links with partner primary schools in terms of the curriculum? Is this having a clear impact in terms of our own provision?	CMG	C&S		

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Communication with parents	a. Does parental feedback indicate levels of satisfaction for home/school communication are continuing to rise?	GWI	SSWC		
	c. Are we on track to see all families using the School Gateway app by the end of the year?	HRD	SSWC		
School Finances	a. Is the budget for 2017-18 under control? Are we confident we will manage costs to meet expectations?	GWI	F&A		
	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?	GWI	F&A		
	c. Are we raising significantly more money from external sources than in previous years?	GWI	F&A		