**School Improvement Plan 2019-20**

**To be read in conjunction with our 3 year strategic School Improvement Plan**

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| **Issues arising from our review of the 2018-19 SIP** | | | | | | |
| **Focus** | **Strategies** | **Indicators of success** | **Time Lines** | **Responsibility** | **Status update** | **Revisions** |
| Ensure that more able pupils make sufficient progress | * Identify all pupils in the higher ability category and monitor their progress closely * Ensure that the higher maths sets are taught effectively and make progress to UQ * Work with English department to make sure that these mixed ability classes receive teaching informed by the “teaching to the top” strategies. * Monitor PG/TG/EG to ensure that grades are not suppressed due to the “blue-tie” effect * Ask HoDs/ Pathway Leads to ensure that higher ability pupils in QEStudio can access the UQ targets and are on track * Intervene when any higher ability pupil is not making sufficient progress, through Evidence Informed Mentoring for example | * FFT top 20 5+ Maths 47% * FFT top 20 5+ English 51% * FFT top 20 5 or more grades 7-9 12% * FFT disadvantaged top 20 5+ 46% | Sept 2019-August 2020 | SLT  HoDs  Pathway leads | Sept 2019 identify | Change in staffing year 11 maths is going well. Year 11 set 2 under scrutiny by JS and PHO- supported by PHo  Concerns about quality of teaching in year 10 set 1. being addressed by JS. Set 2 much better.  High PA cohort identified and list shared with RWo. 9-4 grades looking ok but 9-5 need addressing. 9-7 grades not good enough yet. |
| October 2019 PG TG | 9-5 English 38% PG  9-5 Maths 26.7 % PG  5+ 7-9 3.2 % |
| After mocks  February 2020 |  |
| Exam results |  |
| Support new pathways in Digital Creative year 10 and 12 , in Food year 12 and Art and Design in year 10 | * PH to continue effective support through Pathway leads meetings * ALW and PH to continue with Curriculum discussions started in Summer term 2019 * Learning walks to pick up on any issues * Share learning from exam board reports into existing pathways * Share Professional Learning Handbook and encourage using our professional learning cycle to develop Studio specific expertise | * Pathway colleagues have a clearly planned professional learning strategy * Students settle well into pathways and report high levels of engagement * Pupil outcome data indicates high levels of progress * Behaviour on pathways continues to be outstanding * Staff report high levels of enjoyment and confidence | Sept 2019 – July 2021 | PH  ALW  Pathway leads | January 2020 |  |
| May 2020 |  |
| Further develop the use of class data by teaching staff to inform planning and progress | * Investigate the efficacy of Bromcom to give better access to class data for teachers * Failing that investigate applications such as Class Charts * Train staff in the use of the software and more importantly the ways to respond to class data | * Teachers report confidence in using class data and have a sense of its efficacy * Teacher adapt teaching in response to class data * Pupil outcomes improve | Sept 2019 – July 2021 | PH/PHo  ALW  RWo and core HoDs | February 2020 |  |
| Review the efficacy of Additional English and Maths provision | * Analyse the outcomes for pupils in year 11 2018-19 * Review the resources and approaches used * Formalise and structure the courses in order to achieve the most personalisation and provide the best possible interventions | * Pupils show improved progress and report increased confidence in English and Maths * Structure and system in place to analyse need and provide the most targetted interventions | June 2019 – July 2020 | ALW  RWo  PW | October 2019 | Most students showing improved progress scores in eng and maths. PW and ALW agree that selection of pupils from year 9, formalising of course outline and clarity about students able to join the groups later need work now. |
| May 2020 |  |
| Review provision and progress in Science combined foundation classes | * Continue to monitor classroom climate, behaviour for learning, progress and outcomes for pupils in year 11 2019-20 * Support and monitor the introduction of the new Synergy curriculum for GCSE * Train and support teachers of QEStudio Science groups in our specialist approaches and our professional learning cycle | * Improved behaviour for learning in science * Improved outcomes for pupils (between median and UQ) * Evidence of engagement and knowledge acquisition gleaned from learning wakls and from talking to pupils * Improved teacher confidence around Higher Quality Teaching standards | June 2019 – July 2021 | Science leadership team  RWo  PH and ALW | October 2019 | Synergy started quite well – good observations in peer review. Staff are working hard (work load issue to help with though) and reporting enjoyment of the courses and classes.  Year 11 a little more settled. B 4 L helping here.  Staffing problems in Physics are a concern- now resolved and two qualified Physics teachers contracted on long term supply- we need to llok at what else we can do with these classes. |
| May 2020 |  |
| Continue to work on improving the progress and attainment of boys in English | * Transfer learning from the work we’re doing in Additional English to the department * Work with Ian Walker from the SLF on suggested improvements in the department * Address issues at KS3 with QES * Train and support teachers of QEStudio English in our specialist approaches and our professional learning cycle, especially the Higher Quality Teaching framework | * Improved outcomes for boys in English (between median and UQ) * Improved teacher confidence around Higher Quality Teaching Standards * Evidence of engagement and knowledge acquisition gleaned from learning walks | June 2019-July 2021 | RWo and the department  PH and ALW | October 2019 | Mixed ability forms are helping with boys’ progress in English. Peer review highlighted need to clarity of task setting and planning for SEN as priorities. Department working on action plan. |
| May 2020 |  |
| Develop the pastoral leadership team | * Clarify roles and remit of individuals and the team * Put regular meetings on the calendar * Settle into the right spaces in the new building and encourage appropriate pupil use | * Team functioning well * Improved behaviour for learning in evidence- monitor using MIS logging * Pupils understand roles and spaces | June 2019 – ongoing | ALW, CH, SAW, NSD, MMc, IB | Half termly in our meetings | Team working well on B 4 L – met in summer break and continues to work very quickly and responsively. Changes made to the Year 11 academic reviews support packs utilising a wealth of data e.g. CREATE, BfL, mindset. Meetings need to be calendared now. |
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| **Embed any new systems and structures that need to be in place as we operate in our new Studio School building** | | | | | | |
| **Focus** | **Strategies** | **Indicators of success** | **Time Lines** | **Responsibility** | **Status update** | **Revisions** |
| Office and admin systems | * Establish teams and work spaces: reception, Study Zone, reprographics and medical room * Establish the INVENTRY system for all staff and sixth form pupils * Clarify a system for room booking in consultation with QES * Consider how screen displays are to be managed * Explore use of mobile devices for key information to students * Train admin staff on any new MIS system (Bromcom?) | * Teams established and working well in new spaces * Staff are able to access support efficiently * Tech systems are up and running to manage attendance, lates and security * Students and staff are adapting practice to screen based information sources * Our walls are clean and tidy! | August 2019 – July 2020 | Admin exec  SLT | Monthly in admin exec meetings during first term | Reception working well – still need extra desk and INventry system ( should be after half term)  Screen displays partially achieved- pursuing complaint with EE about lack of go live training.  Bromcom has been hard work but we’re getting there now with attendance, behaviour logging (QEStudio instructions shared) and the census. |
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| Pupil expectations | * Use assemblies to inform, consult on and clarify expectations around learning in our new space * Monitor pupil access and egress using INVENTRY to make sixth formers more secure and to monitor lateness for registration am and pm * Monitor and implement systems for accessing CafeStudio at break and lunchtimes * Monitor the use of the garden space, consulting with pupils about what they would like in the space * Work with QES to put break and lunchtime supervision in place | * Pupil movement and behaviour in the building is good * Lunch and beak times run smoothly * The building and grounds are respected and free from damage and litter * Sixth formers and late pupils are using the INVENTRY system properly | August 2019 –July 2020 | SLT  Admin exec | Weekly during first half term in SLT meetings | KS4 BfL assembly delivered Fri 6 Sept outlining clear ‘hexpectations’, zero tolerance on low level disruption, normalising good behaviour not demonising bad. First half term ironing out issues with movement and supervision. System now in place dovetailing with QRD team. Some damage and litter. Mud a problem, Need a path.  Inventry installation in November  CafeStudio is functioning at a high level. Consultation with students has enabled a popular/varied menu with an equilibrium on supply and demand (little wastage). Students and staff appreciate CafeStudio, high proportion sitting to eat and enjoying each other's company. |
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| Establishing pastoral spaces | * Establish spaces from the outset for Quiet Haven and for Sanction/Removal; these must be distinct – we're considering the Study Zone office for CH with Safe Haven in the Zone seating / SEN suite and the Meeting room for removal from circulation, * We need a clear triage system for these spaces * Work with site team to create additional office in the Study Zone area * Can we look at the MIS to see if we can log out of lessons times more efficiently? Ideally with instant parent reporting? | * Staff report higher levels of confidence and satisfaction with the use of spaces * Pupils are clearer about the function of the different spaces and the number of time outs reduces | August 2019-July 2020 | SLT  Pastoral leadership team | Weekly during first half term in SLT meetings | Quiet Room working quite well. Can be a bit busy at lunch times- needs a rethink?fewer pupils out of lessons – this is much improved. Limited need for haven shows that or new protocols are effective in reducing the amount of missed lessons/ timing out  Quiet room is being used appropriately by colleagues. Walkie talkies have proved beneficial. Need to consider relocation of quiet room? |
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| Establishing the learning environment | * Establish rooming on the timetable, prioritising the Higher Quality Teaching standards for core subjects * Look at rationalising the rooming timetable to reduce travel time, especially for sports * Equip rooms with basics caddies to circumvent part of the toxic trio of negative lesson starts * Ensure the core subjects have their basics in the new building, including good storage for resources * Clarify the policy of minimal display to reduce cognitive load and encourage the use of screens and mobile devices for key messages, information and examples of work | * Lessons are calm and start efficiently * Travel times are reduced as much as possible | Sept 2019-July 2020 | ALW and PH with timetable team  RWo and core HoDs  Pathway leads | Review weekly at first in SLT meetings | Problems with shortage of furniture, the Promethean boards and exercise books all resolved by start of second half term.  Boxes provided for maths and english storage  Some basic screens for notices – Now in commission and looking good!  Biggest challenge is movement of staff between schools- has meant changing ways of working and routines. Initial disquiet about open classrooms seeming to settle. Traffic during lessons has significantly reduced.  Fantastic for learning walks – pupils are aware of our presence and that is helping to support staff in the core. |
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| **Develop gold standard Gatsby Benchmarked careers provision** |  |  |  |  |  |  |
| **Focus** | **Strategies** | **Indicators of success (Impact)** | **Time Lines** | **Responsibility** | **Status update** | **Revisions** |
| **A stable careers programme** | * Review and publish careers education and guidance programme so that is it known and understood by students, parents, teachers, governors and employers * Review career education progression across key stages * Use professional partners as consultants on the programme * Utilise newly assigned Enterprise Advisor (EA) as a consultant | * Revised programme published on website * Higher % on CEC Compass Tool * Meets requirements of the other 7 benchmarks * Wide variety of career learning opportunities * Regular collaboration with EA * Priority benchmark for Cumbria Careers Hub – Target achieved | Sept 2019    Dec 2019    Ongoing | CH/CHu    CH    CH |  | Provider access policy available on QEStudio website. Gatsby benchmark 1 score 94%  KS4/5 programme needs finalising  Regular meetings with Roger Wilson EA e.g. 30/10/19  QEStudio to facilitate South cluster immersion day on benchmark 1 1/7/20 - sharing best practice |
| **Learning from career and labour market information** | * Develop activities to teach information research skills in the context of career choices * Define career and LMI to KS4 * Ensure career resources are readily accessible in the study zone * Apprenticeship evening in the autumn term * Signpost students to up to date information and opportunities using our website, twitter * Promote ‘Start’ for both students and parents * Monthly careers newsletter to include LMI | * Improved understanding of the local economy, and opportunities * Improved availability of relevant and up to date LMI information * Improved understanding amongst teachers of the local economy and how this affects their work with students * Increased participation in working lunches * High levels of Start users * Engagement tracked using GroFar | June 2019 | CH/CHu/TT |  | Regular communication signposting students to up to date information e.g. email, assemblies, screens around school  Apprentice evening 16/10/19  TT/KDarcy just starting to utilise the potential of Grofar, much development needed, area of focus |
| Addressing the needs of each student | * Collaboration with Dr Akanimo Odon to publish a career ‘passport to your future’ resource for students * Learning coach careers advice and guidance training to be incorporated into half-termly meetings * Review equality and diversity within the careers programme * Embed a framework for emancipatory careers guidance * Track aspirations * Review careers within the academic review process * Improved collaboration with Inspira * Develop employability skills through CREATE and project-based learning * Work with CEC on effective ways to track 3 year destination data | * Resource made available * Training delivered * Improvements made to equality and diversity content * New resources alongside newly developed assemblies * Updates academic review booklets * Priority groups receive additional support, early * Increased participation levels using CREATE * Work towards effective model for 3 year tracking of destinations * Improved use of destination data to support transition, curriculum and career planning | Jan 2020    Ongoing  Jan 2020    Jan 2020    Oct 2019    Mar 2020      Jan 2020      June 2020 | Dr AO/ALW/ CH/RWO  CH  CH/CHu    CH    CH/MM    PW/JJ/CH      CH/MM      CH |  | Need to contact Dr Odon  Careers on the agenda at the next LC training 16/12/19.  Mindset results shared with LC’s 29/10/19  Destinations/aspirations survey distributed to Year 11 w/c 14 Oct. Data analysis in progress to help inform careers, advice and guidance  Careers section of academic review booklet updated Oct 19  Benchmark 3, agreed top priority 30/10/19 i.e. ’to collect and maintain accurate data for each pupil on their destinations for 3 years after they leave school’ |
| Linking curriculum learning to careers | * Empower pathways and core subjects to link topics to careers, such as mentioning relevant jobs, work roles and skills, using mapping tool as a guide (self-development, career exploration and career management) * Update career reps within pathways. Pathway specific careers information to be passed to the career reps | * Higher % scored in year 11 exit survey compared to 2019      * Each pathway as an active rep * Careers page in bespoke exercise books * Priority benchmark for Cumbria Careers Hub – Target achieved | By April 2020      Sept 2019        June 2020 | CH/CHu        CH |  | Compass score 100%  Department/pathway reps in place. Collating ‘Careers Department/Pathway Overviews’ which focus on curriculum learning |
| Encounters with employers and employees | * All students to have at least one meaningful encounter with an employer every year they are at QEStudio * Increase footfall at working lunches and apprenticeship evenings * Utilise newly assigned Enterprise Advisor (EA) and Enterprise Coordinator (EC) * Review the work ready programme * Log engagement opportunities, ensure it supports curriculum learning and Gatsby benchmarks | * Increased student engagement logged on Grofar * Regular collaborative work with EA and EC      * Improved work ready programme June 2020 | By April 2020 | CH/CHu/KD |  | Regular meetings with Roger Wilson EA and Alison Beard EC.  Calendared QEStudio Advisory Board Meetings  Review of work ready day June 19, plan in place for June 20 |
| Experiences of work places | * All students to have had a meaningful experience (work visit, work shadow, short-term, extended, internship, volunteering, part-time work) of a workplace each year * All students to experience experiential learning (active experimentation, concrete experience, reflection and abstract conceptualisation) | * Improved quality/detail in student CV’s * Increased use of professional partners * Increased participation of CREATE | By June 2020 | CH/CHu |  | Year 10 work experience launched Oct 19  CREATE developed so students can embed QR codes which showcase their employability skill progress using their projects |
| Encounters with further and higher education | * Establish our discrete UCAS offer * Competitive courses evening * Invite in visiting educational institutions both from further and higher * Organise trips to the key colleges and universities * Work collaboratively with CCOP | * Raised student aspirations * Students find out about courses, jobs and careers they may never have thought of | By July 2019 | CH/CHu/EN / SAW |  | Health pathway visit to Cumbria University.  CH working in partnership (CH rep for South cluster) with Mike Siddal from Cumbria Collaborative Outreach Programme (CCOP)  Agreed priority number 2 Gatsby benchmark - organise more HE visits |
| Personal guidance | * Future-proof careers advice and guidance * Vocational coordinator is accessible whenever significant study or career choices are being made e.g. Year 9 options, Year 11 Post-16 destinations * Ensure that the overwhelming majority of students have had an interview with our professional careers advisor * Work closely with Inspira to provide support for our most vulnerable students at risk of NEET | * CHu – Level 7 Careers Qual * Improved access to one-to-one careers advice and guidance * Keep NEET to 0% * Career Action plans communicated to students, parents, teachers etc | By Sept 2019 | CH/CHU/ Inspira |  | Qualification successfully complete 11/7/19  Hannah Rutherford (Inspira) providing career interviews (Mon)  Career Action Plans are emailed to students and their parents  Grofar to be used to improve tracking and to flag poential NEETs |

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| **Make sure our teaching is outstanding** | | | | | | | |
| **Focus** | **Strategies** | **Indicators of success** | | **Time Lines** | **Responsibility** | **Status update** | **Revisions** |
| Address underperformance in Maths and English | * Conduct a 2 day SLF peer review on core days to calibrate the extent to which this is due to teaching and learning * Draw up clear dated action plans in response to the data, our own observations and the peer review outcomes using Rosenshine as a framework * Build into the schedule the dates for reporting on progress and actions to LGB and LLT Trust Board | * Reports show activity and development of skills * Tracking data show improved student outcomes – in line with FFT 20 ( see above) | | ( See action plans for reporting dates) | L Team  HoDs  All staff in English and Maths departments |  | **See peer review report – shared with Governors and Trustees Sept 2019** |
| Ensure that all staff are working in improving their practice in line with Rosenshine’s Principles of Instruction | * Provide all staff with a summary of Rosenshine’s pronciples and descriptions of effective teaching * Present to staff on 2 Sept * Encourage the use of Professional Learning Cycles to develop skills * Use learning walks to gauge the effectiveness of key principles, especially checking for understanding, modelling and scaffolding * Encourage the use of the lesson prompts to create department/ pathway lesson planning proforma and also shared resources e.g. of worked or modelled examples and of techniques * Put it on every agenda to track progress, good ideas. Issues to resolve | * All staff aware of importance and power of Rosenshine * Most staff have an aspect of Rosenshine as a development target * All core departments embracing the ideas – evident in minutes * Improvement in practice noticeable during learning walks * Increased confidence of staff and pupils * Work scrutiny shows increasing levels of mastery by pupils * Pupils make improved progress * Targeted support works well for the 20% not ready to move onto independent practice | | End of sept for perf mgt and awareness work  Then half termly | Line managers  CPD team  ALW | October 2019  Then every half term | All staff involved in the 2 INSET days on Rosenshine this term. Good responses. Maths and English working on engagement and participation strategies and recording peer observations.  Still need to see more checking for understanding, espeially in maths lessons. |
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| Improve the provision and the experiences of pupils with SEND | * Establish new SEN team and way of working in new building * Use results of literacy screening to inform practice * Use the Higher Quality teaching competency framework from our handbook to inform pedagogy * Develop the use of technology to support learning * Screen for dyscalculia and develop practice in response to the information * Put on a series of training sessions on SEND and SEBD issues * Have SEND representative in each of the core teaching teams who actively promotes the Higher Quality Teaching agenda (see Professional Learning Handbook) | * Staff report increased confidence and awareness of SEND issues and strategies for teaching * Pupils report increased engagement and sense of progress * SEN colleagues report that accommodations and teaching approaches are helping pupils with SEN * Pupil outcomes show progress * Work scrutiny and academic reviews reveal progress, engagement and confidence | | June 2019 –July 2021 | ALW, PW, PH, RWO  SEN team in QEStudio | Half termly in SLT meetings | SLF review highlighted the need for core subjects to do more to introduce Higher Quality teaching . Maths and English have this in their action plans now.  Good learning support presence in QEStudio is helping.  We need to do more with the literacy screening information , SEPs and EHCPs  SEN colleagues attended Dept meetings |
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| Introduce the Professional Learning Handbook to all colleagues teaching in QEStudio. This focusses on specialist provision in QEStudio including Higher Quality Teaching and on Professional Learning Cycles based on self-determined action research cycles. | * Present at the LU symposium 3 July 2019 * Use for all colleagues teaching in QEStudio next year, meeting with them first to talk through our philosophy and professional learning cycle * Work with QES to introduce regular times for colleagues to meet and develop practice (collective efficacy) * Support with access to research, the development of coaching skills, Research Lesson Study training etc | * All QEStudio colleagues have identified an aspect of practice for development and are using the professional learning cycle approach * Most staff are producing material to share with others * Most staff are engaged in supporting and coaching others * Staff report increased satisfaction with professional development and increasingly engaged in dialogue about teaching | | July 2019 – July 2021 | ALW and all SLT  Pathway leads  Core HoDs | October 2019 | Performance management targets due in Oct 31st |
| February 2020 |  |
| June 2020 |  |
| Focus on the experience of pupils on “core days” in KS4 | * Work with core staff on Higher Quality teaching and SEND issues (see Professional Learning Handbook) * Encourage the chunking of lessons into 20/25 minute sessions with activity breaks * Remove the toxic trio of negative lesson starts (lateness, homework and equipment) by using ClassCharts or equivalent along with clearly outlined expectations for pupils about what will always happen and providing stationery caddies * Review the purpose and setting of homework so that it “turns the soil” and leads to remembering for learning * Work with Careers & Employer Engagement to help student “see the point” of core studies * Encourage core teachers to engage with PBL, CREATE and coaching to enhance pupil experience | * Staff and pupils report improved behaviour for learning and engagement with the core * Pupil outcomes improve (between median and UQ) * Core staff have professional learning outcomes to share * Learning walks show improved classroom climates and engagement along with evidence of embedded knowledge | | June 2019 – July 2021 | SLT (RWO)  Core HoDs | Review half termly | No of pupils PG 9-4 En and Ma has gone up from 52.6% to 57.4 5 since Dec 2018.  These are still negative progress scores though:  P8 En –0.33  P8 Ma – 0.32  Improved classroom climate evident from learning walks . B 4 L is helping – fewer strikes and exits.  There is still a marked difference in climate compared to pathway days – what more can we do to support engagement and enjoyment for pupils? The Mindset theory work we have started to do should help us to com eup with more appropriate strategies.  Introduction of SISK ( Stuff I Should Know) resource vi Learnig Coaches could help in making learning accessible and manageable for pupils with poor metacognitive strategies. |
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| Introduce our bespoke exercise books to allow for high quality revision materials, key words work and summaries of learning that can be set for homework | * Train staff, students and parents in how to use these exercise books for deep learning * Encourage colleagues to share good practice * Support students with SEND to adjust to this way of working | * Books introduced and used with pride * Work scrutinies show evidence of progress – the sequential embedding of knowledge * Homework is less problematic as pupils see the point * Pupils are able to use their books as revision resources * Pupils can remember key specialist vocabulary or at least look it up in their books | | July 2019 –July 2021 | CH , PH, ALW  RWo  Pathway leads  Core HoDs | Every half term | Unfortunately these arrived late but are now in use and certainly seen to have improved presentation  Now need to do work scrutinies - these need to happen during learning walks w/c 4 Nov and be included in report to Trustees and LGB |
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| * Continue to work on curriculum, pedagogy and outcomes with pathway leads | * Share outcomes of curriculum meetings with PH and ALW e.g. knowledge capture through practical activity, using technology to support pathway learning * Explore ways to build subject “knowledge walls” into a shared resource and look at ways to acknowledge overlapping in our planning | * All pathway leads have met with PH and ALW * All pathways have up to date audit tools that are leading into their development plans and the professional learning plans of individuals | | May 2019 –July 2020 | PH ALW and Pathway leads | June 2019 | Schemes of work all submitted and compliant for pathways |
| February 2020 |  |
| * Attend to the inconsistent marking practices | * Train all staff on Sept INSET day on our exectations ( ALW and SLT to produce a self-evaluation guide for all staff) * Require all pupils’ work books/ exercise books to show their current grade and their target grade along with the key strategies for their progress * Work with practical subjects to ensure they have effective systems for showing that this is happening in their subjects * Require most pages in exercise books to have evidence that teachers have seen them (stamp, sticker, tick, evidence of over the shoulder marking) * Require clear evidence of feedback ( or better still feed-forward) together with evidence that students have responded to it and shown progress * Middle and senior leaders to undertake regular work scrutinies and “deep dives” | * Work scrutinies show consistent and effective assessment of pupils’ work * Pupils can clearly articulate their current and target grades together with what they need to work on to improve * Work books contain this information | | July 2019 – July 2020 | SLT, LLT Leadership team  HoDs | Weekly reports to SLT following Learning Walks  Review in HoDs’ and Pathway Leads’ meeting | New exercise books have space for targets .  Work scrutinities in english and Maths have shown some improvement in presentation and in the quality and nature of written feedback. It was impressive to see English lessons where quality time had been devoted to responding to feedback. In some maths books, pupils had done scruffy , incomplete worjk but it wasn’t obvious that the teacher had created an expectation about the qualoty of what was written or had responded to the poor work.  There are pages of unmarked work – can we have some over the shoulder marking at least?  Also – these new books have spaces for target grades etc – they need to be filled in now. |
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| * Ensure that pupil outcomes at level 2 are above median and nudging towards upper quartile across the board. | * Track pupils closely , especially in the core * Continue learning walks * Roll out Behaviour for Learning policy * Do more with Additional Maths and English * Continue to work on pedagogy (metacognition, literacy, pace, HQT) * Use careers and applied learning to motivate students * Use bespoke exercise books with clear targets * Attend to marking and “feeding forward” in exercise books through work scrutiny * Work closely with SEN colleagues | * English FFT top 20 4+: 70% * English FFT top 20 5+ : 51% * English P8 target 0.1 * Maths FFT top 20 4+ : 72% * Maths FFT top 20 5+ : 47% * Maths P8 target 0.1 * Overall P8 target 0.0 | | Sept 2019 – May 2020 | SLT | August 2020 |  |
| * Ensure that pupil outcomes at level 3 show added value above the median and nudging towards the upper quartile | * Track pupils closely across all subjects and intervene at the earliest possible opportunities * Plan thorough induction and support package including Short Course offer * Make more of preparation for mock examinations in the summer * Increase level of pastoral support and PD now that we have a leadership team in place | * Median pts score per subject using ALPS: 76.9 * UQ pts score per subject using ALPS: 82.1 | | Sept 2019 – May 2020 | SLT | August 2020 |  |
| **Develop the provision and special ethos of our sixth form** | | | | | | | |
| **Focus** | **Strategies** | **Indicators of success** | **Time Lines** | | **Responsibility** | **Status update** | **Revisions** |
| Establish the new leadership of the sixth form | * Clarify roles for the new sixth form leadership with SAW and our new colleague * Liaise with QES sixth from leadership on PD, UCAS, key events, induction and recruitment * Establish a physical base in the new building | * Leadership roles are clear * Regular meetings establish liaison with QES * Office works well for staff and students | June 2019 –July 2021 | | PH SAW and new colleague | Half termly | New team working well – students are happy that they have key people in school. Some absence issues with year 13 tutors. Year 12 provision is strong.  PD issues need to be resolved – the extent to which we go our own way? |
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| Establish the systems and structures of the Senior Student Leadership Team | * Continue weekly meetings with the team * Facilitate community projects, pupil voice work etc * Explore formal training opportunities e.g. with Brathay and CETAD | * Weekly meetings are well attended and productive * Senior students access formal training and log their learning on the CREATE website * Key projects involving younger pupils are undertaken successfully | June 2019-July 2021 | | SAW PH ALW EN | Termly |  |
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| Prepare and deliver a high quality induction programme for new starters in year 12 Sept 2019 (directed study time, active reviewing, research skills, career development, CREATE and Cv building) | * Team meets and prepares in summer 2019 * Delivery model planned and key colleagues booked in for September * Effective communication with staff and students planned * Induction review completed and amendments made for next year | * Induction programme written and delivered successfully * Staff and students feedback positively * Impact seen in quality of independent study | June 2019 – October 2019 | | SAW PH ALW  EN IB | October 2019 |  |
| Create bespoke timetables for all post 16 students with DST, internships, school volunteering, resit classes and paid work | * Post 16 leadership team presents in assembly * Tutors are trained to provide guidance * Bespoke timetable creation system established | * Bespoke timetables created in time for the census * Sixth formers write up a range of experiences from their additional curriculum opportunities on CREATE | June 2019 – October 2019 | | SAW PH ALW  EN  ACo | October 2019 |  |
| Improve the provision of English and Maths resits | * Ensure these are actually on students’ timetables * Meet with Maths and English staff to identify best approaches for students at different stages * Monitor attendance and use of DST * Observe resit lessons and gather feedback from students | * Student timetables are accurate * Resit lessons are observed to be effective * Students report progress and engagement with resit lessons * Students improve outcomes from KS4 | June 2019 -  August 2020 | | Core HoDs  ALW PH RWO | Half termly |  |
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| Ensure effective PD provision including Careers and UCAS support | * Liaise with QES sixth form team * Liaise with careers team * Audit and adapt provision in line with new orders * Monitor effectiveness of delivery | * Provision meets the new standards * Students have access to high quality careers guidance and support with applications through UCAS or for vocational courses or work place learning | SAW EN CH IB | | June 2019 – July 2021 | Termly |  |
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| **Positive impacts in behaviour and learning** | | | | | | |
| **Focus** | **Strategies** | **Indicators of success** | **Time Lines** | **Responsibility** | **Status update** | **Revisions** |
| Improve attendance | * Case study the PAs to identify effective practice * Analyse the 2018-19 data then devise action plan ( to be attached to this document) * Improve our system for monitoring attendance * Use Bromcom’s introduction to improve staff accuracy with registration | * PA figure continues to be low * Attendance of PA pupils shows significant improvement * Overall attendance at 95% | July 2019 – July 2020 | SLT  Attendance officer | Monthly reporting to SLT for monitoring and intervention | Half a term in and we are now at a point where we can have reports from Bromcom. Requested weekly reports on all pupils with less than 95% and then interventions. Also outcomes of first day calls to go on CPOMS and closing the loop on pupils not going out on pathway visits. We need to hit attendance hard now, mirroring Dallam’s approach. |
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| Introduce Behaviour for Learning policy | * Develop policy through thorough consultation with staff and pupils summer term 2019 * Present to staff in September 2019 * Present to students in early assemblies 2019 * Write to parents to explain in September 2019 * Use staff feedback and student voice to implement and review * Explore how much support we can get from Bromcom , looking at options like ClassCharts if we need to * Be prepared for a “spike” in detentions, isolations, referrals and exclusions as the system is implemented and keep under constant review and careful management | * Staff and students are aware of the policy and see it as helpful * Reduction in lesson disruption * Improvement in learning outcomes according to the data | June 2019 – July 2020 | SLT  Pastoral Leadership Team  Pathway leads  Learning Coaches  Core HoDs | Weekly in first half term then at every pathway lead/ learning coach meeting | Data at end of half term shows that the system is having an impact. It didn’t lead to more f t ex- these are still for antisocial behaviour and gross misconduct in the main this term.  Staff and parents are responding positively too. Rewards are going down well.  Regular updates emailed to keep colleagues in the loop.  Feedback from colleagues collated 16/10/19, shared 17/10/19 also with Governors 29/10/19  Bromcom logging might slow down the system so we’re keeping paper sheets for those who prefer them. QEStudio specific instructions emailed to colleagues |
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| Respond to student voice manifesto | * 5 minute rule * Provide stationery for pupils who forget /have difficulties * Make homework more focussed (turning the soil) * Clear warnings and consequences for disruption * Lesson “chunking” * Rewards | * Pupils exhibit improved behaviour for learning * Staff feel confident about the clarity * Pupil engagement improves | June 2019 – July 2021 | SLT  Pastoral leadership team | Weekly in first half term | Do we need to look again at the 5 minute rule and at the stationery situation? How is that working? Is it consistent?  Rewards are working well – Friday treats popular  Need to check homework setting now |
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| Remove the toxic trio at lesson starts (lates, homework, equipment) by having simple, quiet and consistent responses recorded on MIS/ ClassCharts | * Establish the clear action-consequence expectation with pupils and staff * Support with easy recording systems * Follow up with points based sanctions * Pastoral team to analyse data for issues, trends etc | * Lessons start no later than 5 minutes into the hour * Lessons start calmly and positively * Staff and pupils report improved behaviour for learning | June 2019 – July 2021 | SLT  Pastoral leadership team | Weekly in first half term | We need to look at the data for this now.  All LCs issued with basic equipment to hand out. |
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| Allow flexibility for high needs / complex pupils | * Train staff in complex/ high needs e.g. attachment disorder, emotional dysregulation etc * Hold pastoral update briefings for learning coaches * Log complex need responses on CPOMS and on the wedge diagram * Have time out protocols for these pupils * Have a triage system that is permanently staffed in the Study Zone * Have clear distinction between Quiet Haven and Removal spaces with triage rota staff logging and managing the system * Establish appropriate use of spaces for these two distinct responses | * Classroom disruption is minimised * Pupils with emotional difficulties improve resilience and focus * Clear use of spaces * Removals met with sanctions * Staff and pupils report improved behaviour for learning * Logs show reduction in removals | June 2019 - July 2021 | SLT  Pastoral leadership team | Monthly at Pastoral leads meeting | LCs trained in triage triangle, cognitive, emotional and social needs.  Significant reduction in removals – use of spaces has helped with this.  Pastoral briefings working well for coaches  Much more settled picture cp to before we moved into the building |
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| Explore MIS / ClassCharts system to allow easy logging for standards issues, ParentApp style contact and rewards – in line with our behaviour for learning / Impacts work | * First see how much Bromcom can do of this then introduce and train staff and roll out to parents   If not, explore products like ClassCharts to give us this level of functionality and implement training and roll out | * More consistent responses to behaviour for learning issues * More rewards given * Parents able to keep track and support standards by being informed * Reduction in disruption and improved behaviour for learning and outcomes for pupils * Improved staff satisfaction with behaviour management systems * Fine grained analysis possible – fed back to students and staff and acted on where necessary | June 2019 –July 2021 | SLT  Pastoral Support team  Collaborative strategy group | November 2019 | BfL review meeting 3/10/19 focussing on interventions/sanctions, data, staff, positives and parents. Agreed actions, changes put in place |
| February 2020 |
| June 2020 |
| Explore externally provided programmes to help us with complex and vulnerable pupils | * Implement Prince’s Trust programmes for pupils most likely to benefit * Explore the 3:7 resilience programme for key groups with Brathay | * Programmes piloted this year * Staff and students report increased confidence and resilience | June 2019 –July 2020 | Key teams running the programmes | December 2019 |  |
| April 2020 |

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| **Develop our use of technology to reduce workload, promote effective communication and improve student experience** | | | | | | |
| **Focus** | **Strategies** | **Indicators of success** | **Time Lines** | **Responsibility** | **Status update** | **Revisions** |
| Ensure the smoothest possible transition from SIMS to Bromcom | * Work with collaborative strategy group to manage migration and set up of foundation functions and ensure we are in line with the LLT * Support staff training to familiarise and develop good ways of working * Explore further potential of the system to support in class data and reporting, real time communication and quick analysis for trouble shooting | * Data successfully migrated * System ready to use for attendance, cover, pupil information by Sept * Ready for first data capture October * Staff student and parent confidence with new system * In class reporting in real time is helping with behaviour management | June 2019 – July 2020 | SLT  PHo and data team  Collaborative strategy group | Monthly in collaborative strategy group, admin exec, SLT and LLT meetings | Attendance, behaviour and assessment data systems all in and working – staff learning to adjust and team ironing out problems  We need to make sure colleagues can still do behaviour logging quickly – keeping paper system in parallel for now |
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| Develop the use of One Note for pathway staff and pupils to capture evidence, record learning and develop assignments | * Provide workshop (s) for staff to share their practice and develop ways of working with One Note * Prepare input for students and parents with clear guidance on how to use OneNote * Have a clear mobile phone use protocol for learning | * Most pathways are developing OneNote use in their practice * Staff and students feel confident about using it * Students are using mobiles professionally in pathways | July 2019- July 2020 | Pathway Leads  PH | Termly |  |
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| Introduce INVENTRY for reception, staff logging and post 16 logging | * Arrange for installation of system in new build * Ensure staff feel confident about using the system * Include in sixth form induction | * System installed and all visitors signing in safely * Staff and sixth from are logging in and out of the building appropriately * Sixth form are logging into the Study Zone appropriately | August 2019- July 2020 | Site team  Admin exec  Post 16 team | Half termly | Installation due 4-6 Nov 2019 – underway 4th Nov. |
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| Introduce Grofar (see Careers section) |  |  |  |  |  | Carla ad Katie have worked on it up to Carla’s maternity leave . |
| Explore the possibility of ClassCharts |  |  |  |  |  | On hold until we are working well with Bromcom – it still looks like a more responsive system though so we haven’t given up! |
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