**School Improvement Plan Headlines 2017-18 – Review**

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| **1.** |  | **Leadership** | **Review July 2018** | **Headlines for 2018-19 (draft)** |
|  | 1.1 | Embed newly introduced leadership roles and continue to build leadership capacity to reflect the school’s improvement priorities and external accountabilities. | * The new extended SLT has been in place since September 2017, with TL for Behaviour and Pastoral joining as an Associate in January 2018, making membership fully representative of major areas of school responsibility.
* Review on 22/06/18 allowed for reflection of individual and collective effectiveness.
* TLs are taking greater responsibility and have growing autonomy as focus on systems in support of subject expertise has grown.
* Associate Team Leaders for Geography and Music have been supported in learning the role throughout the year and are taking up substantive positions in September 2018
* PE Department has been re-structured to allow current TL to become Director of Sport and for another colleague to take on the TL for PE role.
 | * Continue to develop a research-informed approach to school improvement decisions based on our shared ethos.
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|  | 1.2 | Review the curriculum to ensure all students are appropriately catered for and in support of the school’s priorities, including a small group of Y9 learners who are unlikely to be able to access level 2 qualifications.  | * Bespoke curriculum for small group in Y10 planned for implementation in September 2018.
* With the greater content demands of revised exams, consideration has been given to “backward planning” to ensure content and skills coverage.
* PREP has been introduced to support more effective learning and to ensure students are able to take responsibility for their learning with structured support and resources from staff as well as parental engagement.
* Further consideration is now being given to ensuring that the curriculum is not only exam led, but engaging and inspiring. This is informing further review of programmes of study, the super-curriculum and parental engagement.
 | * Develop an inspirational and engaging KS3 curriculum.
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|  | 1.3 | Implement Team Improvement Portfolios. | * In place since September 2017 with practice developed and reviewed across the year to ensure that it is a working one-stop document for team improvement, supporting team decision-making and SLT monitoring.
 | Use quality assurance processes to support G4S live mark book and the proactive use of new KS3 assessment systems to support teaching and learning and intervention decisions. |
|  | 1.4 | Continue to develop usage of Go4Schools for enhanced data analysis and resulting actions, and reporting to parents. | * Markbooks now in a state of readiness to go live in Autumn 2018. KS3 assessment has been re-thought to allow analysis and reporting of attainment and progress as determined by each subject area with the curriculum providing the model of progress. Progress will not be judged at KS3 as a trajectory determined by KS2 Ma and En results. This will ensure that generic targets do not mask individual subject underachievement allowing subject based intervention to take place earlier.
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|  | 1.5 | Support Team Leaders in owning their own data to ensure more forensic interventions in support of different learner groups. | * New approach to KS3 assessment will allow subject-based focus on underachievement.
* TIP to be utilised
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|  | 1.6 | Ensure full preparation for implementation of new exam specifications. | * A major focus for all departments, with further review taking place following results.
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|  | 1.7 | Seek to admit 225 students into each Y7 and 225 students into Y12. | * Places have been offered to 248 Y7 students for September 2018. The aim will be to admit 8 forms of entry (240) each year from now on.
* A small year group in this year’s Y11 will make recruitment into Y12 a further challenge this year. There have been a record number of external applications, howeverY12 numbers can only be properly determined following results and proper assessment of the suitability of students for the courses we offer.
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| **2.** |  | **Teaching and Learning** |  |  |
|  | 2.1 | Personalised CPD Portfolio, putting teaching and learning at the heart of performance management. | * New CPD portfolio has been in place since 2017 with CPD provision as a response to staff audit and colleagues able to focus on impact on students. A pilot will be run with the Cadre Associates in the coming year to use research enquiry as an integral part of performance management as we move towards becoming an ever-more research-informed school.
 | * Further develop the work of CADRE 86 and Cadre Associates with a focus on parental engagement.
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|  | 2.2 | Further embed the four strands of the school Literacy Policy with a particular focus on active reading. | * Literacy work booklets were popular with pupils but they asked for more variety with tasks.
* Accelerated Reader is into its second year. We have doubled the number of “Millionaires” from last year and feedback via Survey Monkey has been positive. Pupils have suggested a number of new books they would like to see on our shelves in the library.
* Literacy word walls in every department. These will need to be refreshed for September.
* Literacy Learning walks have started to take place. These will continue into 2018. Looking for evidence of Active Reading and will support departments where necessary.
* Started Literacy newsletter for parents to be sent out once a term
* Support staff used to listen to every Year 7 and 8 pupil read in 2017-2018. This will be ongoing.
* Literacy focus a part of the Y12/13 Form programme.
 | * Continue the development of PREP and the super-curriculum
* Literacy will be a continued focus, including monitoring of literacy provision through learning walks
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|  | 2.3 | Strategies to support the progress of all students |  |  |
|  |  | 2.3.1 | Giving effective feedback which is acted upon – homework, marking and feedback policy to be a regular focus for departments, along with moderation to ensure an understanding of standards.  | * The subject-bespoke policy has been subject to departmental review and updating at regular intervals through the year
* Every third dept meeting has a moderation focus.
* The move from homework to PREP has ensured that all departments have reviewed their approach to work done by students outside the classroom with resources, in-class guidance and out-of-class drop-in sessions taking place. Will be an on-going focus as this area of school practice continues to develop.
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|  |  | 2.3.2 | Departmental and school based professional development to support subject knowledge, accurate assessment, teaching strategies, interventions and career development. | * This focus has been pursued via school-led CPD, weekly TL briefings and SLT line management. As systems via TIPs have developed SLT line management focus will be reviewed for September 2018 using TIPs to set agenda.
 | Continue, and refine, personalised CPD provision. |
|  |  | 2.3.3 | Provide further departmentally-based sixth form study areas and promote independent study. | * 2 additional study rooms were designated for Sixth Form use from September 2017. Allowing students access to more computer/online access and physical work space
* ‘Break-out’ rooms were also publicised by the Sixth Form, providing an area within some departments, so that Sixth Form students can have easier access/ support from their subject staff
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|  |  | 2.3.4 | Continuing to build curriculum progression from KS2 to KS4, with a focus on English and Maths. | * BCL and RDR carried out series of afternoon enrichment sessions for English and Maths with Y6 pupils from Kelvedon Hatch Primary school during Autumn Term.
* Knowledge of incoming pupils’ potential ability and skills used to review English and Maths curriculum offer in KS3.
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|  |  | 2.3.5 | Provide appropriate curriculum for students unable to access level 2 qualification. | * Curriculum provision in place for September 2018
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|  |  | 2.3.6 | Specialist Leaders of Education and others with coaching expertise to support colleagues within the school (as well as their outreach work). | * JSA and BCL have both been involved in outreach work. A number of colleagues have coached within school. Scope for further development of this area.
* ATA has been part of the Partnership SENCO Team.
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| **3.** |  | **Behaviour and safety** |  |  |
|  | 3.1 | Review and further develop the form time programme from Y7 to Y13 ensuring that there is an appropriate focus on shared values and all aspects of safety. | * Form time programme reviewed and in place. Further review taking place for 2018-19 with substantial changes based on this year’s experience.
 | * Review management of the site as numbers grow. (Deployment of space; student management systems eg for eating and recreation, staircases etc)
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|  | 3.2 | Work towards Enhanced Healthy Schools status. | * Healthy School status reaffirmed May 2018. Clear that most aspects of Enhanced Status have already been met. Application to be made.
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|  | 3.3 | Review and refine behaviour management systems to reduce the rate of recidivism. | * Active approach to intervention and support with students not meeting behaviour expectations.
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|  | 3.4 | Review rewards system.  | * Celebration of high attendance, no behaviour points (Zero Heroes). Good, Better, Best Awards for achievements in and out of school, Celebration Assemblies, Celebration Breakfast and trips. Top Form Competition. Renewed focus on celebrating the positive.
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|  | 3.5 | Renewed focus on e-safety and CSE. | * Regular training for students and updates for parents using twitter and YouTube.
* Curriculum provision through pastoral tutor programme
* Scoring “above average” through SWGFL 360 review
 | Continue to focus on e-safety and CSE, ensuring practice is in line with new directives and publications. |
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| **4.** |  | **Outcomes** |  |  |
|  | 4.1 | Eradicate blue subjects at A Level. | * Our indications are that there should be no U grades in our A level results 2018.
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|  | 4.2 | Continued focus on diminishing the difference between the progress and outcomes of disadvantaged students in comparison with other students. | * This has been a continuing focus with emphasis on supporting wellbeing, funding resources as appropriate, and the quality of teaching and intervention. Our revised approach to KS3 assessment will focus attention on the achievement of individuals in subject areas.
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|  | 4.3 | Continued focus on progress and outcomes for most able students, boys and other identified groups. | * Achievement for All-style support in place for most able students.
* Identified underachieving boys in Y11 were supported by JMA and SLT mentors.
* Our revised approach to KS3 assessment will focus attention on the achievement of individuals in subject areas.
* All disadvantaged students attended interventions
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|  | 4.4 | Continued focus on supporting students who need to catch up through catch-up strategies and Club 100. | English:* In term 2 we had 6 pupils move back into normal lessons as we deemed them KS3 ready. 4 pupils have moved up from the bottom group.
* In the final term we only have 11 pupils in the top group and 4 pupils in the lower group. JNI estimates that only pupils in the lower group will not be ready for KS3 and will require additional support.
* Our target was 75% of all identified pupils would be KS3 ready and by the end of the year we will have 83% of pupils ready for Year 8.

Maths:* 4 pupils have since moved up from the lowest attainment group into sets above. One moved out of the intervention in spring term.
* Only one pupil still working towards 1, all other pupils securing a 1- or 1 at this stage. In total 8 of the group are ready to be monitored through class teachers and 9 will continue to be supported in year 8 through additional intervention.
* Many pupils have stronger skills test results that problem solving style, this will also be addressed through class teaching next year. Pupils became more engaged through the process
 | * Catch-Up strategies and Club 100 will be implemented in Y7 and for identifies students in Y8.
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