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| **SIP Headlines 2018-19** | **Review – June 2019** | **Next Steps** |
| Continue to develop a research-informed approach to school improvement with decisions based on our shared ethos. | * ResearchEd was attended by 50 staff in September 2018 which inspired many to read research or start their own research-based enquiries. * Some members of staff have identified individual enquiries in support of their own practice and as part of their professional development. * Whole school CPD sessions have been research-led with members of SLT and other staff leading sessions based on their own reading, research and practice * Reading and research has informed developments in curriculum design, the delivery of Maths, pupil groupings, management of behaviour, retrieval practice, interleaving, reading and supporting literacy. | * Staff who have led their own research-based enquiries will have the opportunity to share findings with staff as part of the CPD programme next year. * The CPD programme has been re-designed for next year so that there are four strands based on the Rosenshine principles to guide enquiries, with each strand being led by a member of staff |
| Develop an inspirational and engaging KS3 curriculum. | * This has been a key theme for SLT and team leaders throughout the year with Team Leaders currently giving presentations to SLT reflecting their work and plans for curriculum implementation in September 2019. | Curriculum and assessment will be a strategic headline for next year. |
| 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. | * Team Leaders have worked on creating reliable assessments so that data recorded reflects students’ current progress and gives information about what needs to happen next. | Developments already underway via JSA to include progress driven focus in the remit of form tutors next year. This drive will be supported via the attachment of SLT to year groups and quality assured via staff CPD portfolios as a key objective. |
| Develop department-led interventions in support of disadvantaged students, with impact measured and noted in Team Improvement Plans, and in addition focus on raising the aspirations of Pupil Premium students, embedded in research-informed projects. | * Additional morning intervention for PP pupils in year 11 (and now year 10) have allow pupils to receive additional bespoke Maths support. Outcomes of internal and external exams will help to review outcomes and refine for coming years. * Increasingly we are trying to focus on ensuring that all students access the curriculum and the curriculum is delivered so that students can access it, which links to a number of other initiatives. |  |
| Further develop the work of CADRE 86 and Cadre Associates with a focus on parental engagement. | The work of Cadre 86 has evolved and a Parent Council has been set up. The focus has largely been on PREP this year. Feedback has been helpful - it was parents who suggested, and then we developed, the PREP newsletter. Parents have also had a presence at some events. | Parent Council will become more structured with a termly meeting and a clear agenda reflecting a range of school priorities. |
| Development of PREP and the super-curriculum | PREP Newsletter has been developed this year. Parental sessions delivered to parents on PREP and subject areas. Ofsted Parent survey had very positive scores for ‘quantity of homework’. Many departments are continuing to refine their approach to PREP – This will also be outlined by Team Leaders in their Curriculum Presentations.  Premise of PREP upheld within work of Progress Managers, who have further explored the barriers that exist for some, and the impact it has on attitude to learning.  PREP fully embedded into the transition process of Year 6, aiding familiarisation and concept for younger students.  A model of integrating PREP into expected learning in each subject is being developed, and made distinct from the super-curricular. | Further work to develop PREP so that it is presented as an integral part of the learning and assessment for the subject and a clear distinction is made between expected PREP and desirable super-curricular. |
| Continued focus on literacy development with a particular emphasis on making text book content accessible. | * CPD delivered based on Alex Quigley’s “The Vocabulary Gap,” * Support for Science in developing technical vocabulary and accessing content in text books | Thinking Reading strategy – starts on 21st June. |
| Catch-Up strategies and Club 100 to be implemented in Y7 and for identified students in Y8. | Catch Up Literacy has developed and we have again seen some excellent results. Data to follow.  Club 100 has worked very well, but we have missed key students if no KS2 data available. Plans are in place to avoid this going forward.  Club 100 has focussed on skills to develop numeracy and assessment. In most recent assessment 78% of pupils in the group had progressed and secured 1- or 1. Additional support PREP for this group has a positive effect on PREP engagement and completion. | Literacy work with James Murphy. |
| Continue and further refine personalised CPD provision. | Second year of personalised CPD programme. Engagement and participation on the whole has been very good. Many who went to ResearchED still continue to attend further CPD during the year. A slightly altered approach is being planned for next year to increase engagement and focus on developing as practitioners.  Extended CPD opportunities made available to form tutors to assist them in their pivotal position, Thus far additional training provided in:   * Healthy relationships * Mental Health * ESafety * Exploitation/Grooming   Additional opportunities to engage with research informed practice have been well attended in the Maths department, attending weekend sessions from the Association of Teachers of Mathematics focussed on developing themes for the department. As well as interest in our in house training and discussions following these.  CPD on attachment theory to support staff in understanding how this issue affects some of our students and why. | Refined CPD offer next year – see notes on research based practice. |
| Continue to focus on e-safety and CSE, ensuring practice is in line with new directives and publications. | This year all tutors have had specific training on both Esafety and grooming.  A member of the pastoral team has been trained as an additional DSL – pastoral team often front line in safeguarding issues. | Further focus on:   * Sexual harassment and violence * Gangs * County lines   This will continue to be developed as part of our safeguarding culture, rather than as a strategic headline next year. |
| Review management of the site as numbers grow. (Deployment of space; student management systems) | We are trying to make use of the space we have in school and are therefore moving Business this summer to the bottom of Iblock and T block as well as utilising some of the underused rooms in Technology. This move enables Hums and MFL to each have their own classroom to reduce staff movement enabling staff to meet and greet at the door and increase ownership of subject specific areas.  We have been able to introduce an extra group into Year 8 into 9 and re- group students appropriately in terms of behaviour, gender and SEN  Extensive work undertaken by Stuart to make Year 7 pavilion area adequate and future proof for groups of 248. The area is busy but manageable, providing Year 7 with the stable base required. | Food Cube to be installed for September 2019  Further proactive management of corridors and stairwells as numbers grow.  Further thinking required about wet weather arrangements, as this provided behaviour and standards issues.  Car park management. From Sept 2019 only staff and Y13 to use Oliver Road car park.  CIF bid for Sixth Form block  Enhancement of CCTV technology and system for electronic access. |

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| **Strategic headline for 2019-20** | **Details of proposed development** | **Led by:** |
| Develop a reading strategy to ensure that all students can read to at least their chronological age to support access to the curriculum. | Working with James Murphy of Thinking reading on 21st June. Report will allow us to put together a plan which will involve key staff being trained to support catch-up reading and all staff incorporating reading strategies into their classroom practice. | CJH, BCL, ATA |
| Further develop curriculum and assessment practices, ensuring that:  - the curriculum is engaging, accessible and designed to ensure that knowledge and skills are developed coherently over time and revisited to ensure retention  - assessment is designed to determine what we need to know about students and our curriculum and its delivery in order to support students’ further progression | Team Leaders continue to work with their teams to further develop their curriculum and assessment, building on the curriculum presentations delivered to SLT in June 2019. | JSA, supported by SLT, TLs |
| Develop a more consistent approach to behaviour management based upon students and staff upholding key values | Updated Policy featuring manageable progress. INSET session for staff coupled with Student assemblies on first day back. Renewed focus on the power of teacher student relationships and restorative approach. Heightened expectations on emotional consistency of staff, respect and compliance of students and behaviour narratives (micro scripting). Value driven approach. | JRI, supported by SLT |
| Supporting students to achieve better outcomes through:   * Developing and promoting the importance of PREP * Further developing the role of the form tutor in monitoring student progress * Further developing the role of the Achievements and Progress Leaders (APLs, formerly Progress Managers) * Link members of SLT with year groups | Team Leaders to further develop PREP making it an integrated part of the curriculum and its completion a prerequisite for success  Expectations for form tutor role to be reiterated and training given as necessary to ensure clarity for the role and appropriate monitoring of students  JMA and SLT Year Group links to work with APLs in support of maximising student outcomes. | JMA, JSA, JRI, and all Team Leaders, supported by SLT and with SLT year group links. |