



School improvement plan 2023/24



INTRODUCTION

This plan is detailed for the year ahead. Our priorities/targets for development in Years 2024/25 and 2025/26 are listed as bullet points at the rear of the plan at this stage. They will be shaped up into a detailed plan as we approach the start of each of those years, if they remain our priorities by then.

A number of potential priorities were identified in our self-evaluation document. Some of these have been confirmed as key priorities and are mapped out in this plan, with a series of targets associated with each priority. The other priorities will still receive attention and will be addressed in our day-to-day activities. We have deliberately kept this plan simple and manageable so we can be sure it makes a positive difference.

Resources necessary for the achievement of our priorities and targets are show where these are additional to the ordinary operation of the school. Many of the activities will require no additional funding as they are done in directed time.

School Priorities

1	To develop our curriculum to further improve quality of education and personal development
2	To plan and implement a phonics programme and system of intervention throughout the school
3	To improve systems and professional development to promote positive behaviours and attitudes
4	To develop an effective and meaningful assessment model which highlights student progress and informs future planning for all pupils.

How were the 2023-4 targets identified?

1. Progress with 2022 -23 priorities and areas that we would like to continue to work on. Much work has been done over the past few years with many projects at early stages of development. Our aim for this plan is to move those projects from 'starting' to 'embedding.'

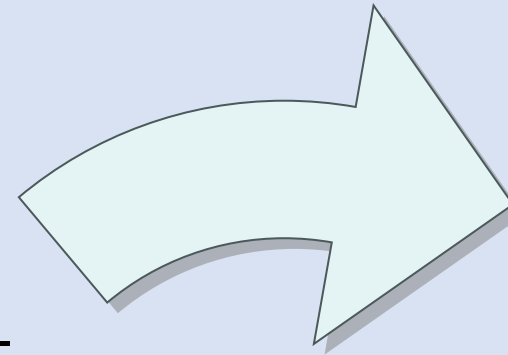
2. Consultation. We regularly consult with staff and stakeholders via staff meetings, working groups and surveys. We also work with the Local Authority ASIA and the schools Independent SIP to look at the school improvement process, and offered ideas for the 2023 plan.

3. National priorities: We reviewed the National Improvement Framework 2023 and incorporated actions relevant to our context.

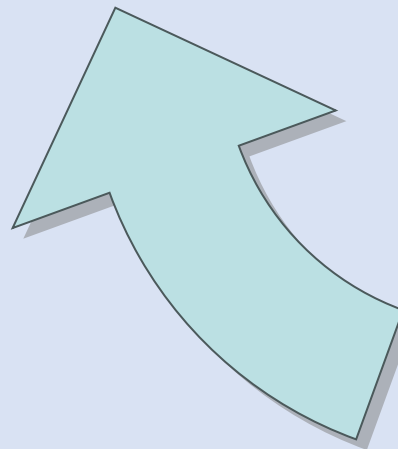
5. Research: We used the Education Endowment Foundation's research on factors that leverage best returns in improvement plans: We also use a range of other research reference in this document and discuss these in 'research sessions' with the whole staff

6. Local knowledge: We know our school and community well and have a wealth of knowledge informing what has been tried in the past to effect improvements and what has worked best. This knowledge has been used to evaluate our plan and influence its design.

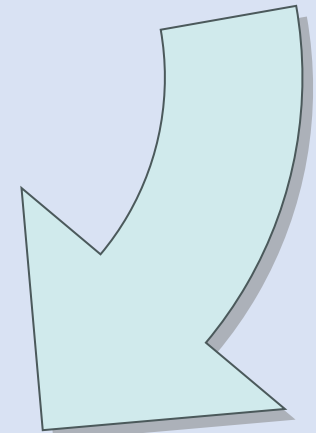
Targets reviewed -
April



Targets reviewed and
new targets set-
September



Targets
reviewed -
December



1. To develop our curriculum to further improve quality of education and personal development

Link to OFSTED:

Quality of Education. Personal Development. Leadership and Management, 6th form Provision

Rationale:

Our changing population of pupils require a more suitable curriculum alongside Ofsted's revised framework which focuses on curriculum. There is a need to focus on practical life skills, promoting independence and enhancing the pupils' ability to navigate real-world situations. This approach equips pupils with the necessary tools to achieve a higher level of self-sufficiency and prepares them for a more inclusive and fulfilling future.

Evidence base:

Deans for Impact (2015). The Science of Learning
The State of Education – Time to Talk. An HMC Report
Working together to Safeguard Children
EEF - Making Best Use of Teaching Assistants & Teaching Assistant Interventions
EEF Toolkit -High-quality teaching
Education Policy Institute Evidence review: The effects of high-quality professional development on teachers and students

Success Criteria:

A suitably sequenced functional skills curriculum in place and being effectively delivered across KS3 as shown through progress records, lesson observations and in the headteacher's report to the governing body.

A suitable curriculum is on offer at both KS4 and KS5 that makes best use of the school's resources and allows, meets the overall needs of pupils and takes into account pupil aspirations and local job markets

A broad curriculum is in place that gives all pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on their personal development, behaviour & welfare and equips every pupil with the knowledge and skills required for personal safeguarding

Pupils demonstrate essential life skills, such as effective communication, problem-solving, and daily living activities. Pupils can apply these skills in various real-life situations, fostering greater self-reliance and overall well-being.

Intent	Implementation	Who	Resources/ Budget	Monitoring
<ul style="list-style-type: none"> To develop, embed and evaluate impact of the new functional Year 7 and subsequent KS3 curriculum To review current accreditation at Key Stage 4 & 5 To promote and develop safeguarding across the curriculum To promote and develop differentiation to meet the needs of the changing profiles of future cohorts To ensure that staff have and use knowledge and understanding of pedagogy and sequential learning to provide high quality learning experiences To ensure effective monitoring of Quality of Education 	<ul style="list-style-type: none"> Develop learning outcomes for new functional based curriculum areas that provide opportunities from the least to the most able to make progress Map out curriculum flight paths for the new curriculum from Year 7 to Year 11 Continue to develop LTP / MTP / Curriculum Maps and Resources for the new curriculum that provide opportunities for academic learning with a practical/life skills focus To audit current provision of accreditation at Key Stage 4 & 5 To identify appropriate courses to meet the changing needs of future cohorts Audit safeguarding across the curriculum Develop cross curricular links for safeguarding Identify further opportunities to develop safeguarding education throughout the school curriculum To ensure the effective deployment and efficient use of TA's to support the ranging abilities/needs of students# To continue to source and develop appropriate resources to meet the differing needs of all students To develop the use of essential skills across the 'Practical Learning' Curriculum To train staff in "retrieval practice" to improve learning Introduce central system for evidencing input given to teachers when quality assuring teaching Combine and refine planning and work scrutiny by using triangulation of information Ensure all subjects have a curriculum action plan including next steps To revise the whole school 'Curriculum' and 'Teaching and Learning' Policies collaboratively with staff 	<p>LMT</p> <p>Subject Leads</p> <p>Teachers</p>	<p>New resources for functional/practical lessons approx.£5000</p>	<ul style="list-style-type: none"> Lesson Observations Learning Walks Performance Management Planning and book Quality Assurance Curriculum planning meetings Link curriculum governor visit once per term Surveys HT report

2. To plan and implement a phonics programme and system of interventions at KS3

Link to OFSTED:

Quality of Education, Leadership and Management

Rationale:

The teaching of phonics and targeted intervention is essential to our newer cohorts of learners to build foundational literacy skills and fostering increased independence in reading and communication. Phonics instruction at this stage lays the groundwork for more advanced literacy skills crucial for academic success and personal development. The priority to ensure secure delivery with smaller cohort before moving to a whole school approach.

Evidence base:

EEF – Teaching and Learning Toolkit – Phonics

Lee Owston, National Director Education - Pupils with special educational needs and/or disabilities

who have fallen behind with reading

EEF – Teaching Assistant Interventions

Success Criteria:

Phonics programme is in place for Years 7 and 8

Phonics intervention pupil in place for targeted pupils in KS3

Pupils demonstrate increased ability in decoding and encoding words, demonstrating enhanced reading and spelling abilities.

Pupils demonstrate confidence and independence in utilizing phonics skills to access information and communicate effectively in both written and spoken forms.

Intent	Implementation	Who	Resources/ Budget	Monitoring
<ul style="list-style-type: none"> To systematically teach learners the relation between these sounds and written spelling patterns To emphasise the skills of decoding new words by sounding them out and combining or 'blending' the sound spelling patterns. 	<ul style="list-style-type: none"> Identify regular meeting opportunities for phonics working party Review timetable to ensure there is time allocated for both phonics and reading Develop a whole school phonics strategy and implement a phonics programme Ensure that all staff are effectively trained in the basics of Phonics Ensure that staff in Years 7 and 8 are trained in delivering Phonics To baseline and assess all students to identify starting points To create phonics groups suited to individual starting points and gaps in pupil knowledge To develop an appropriate monitor and tracking system to measure progress in phonics Monitor progress regularly through assessments to track their development and adjust the program accordingly To embed phonic strategies into the curriculum Review current electronic intervention software that we subscribe to and investigate any additional appropriate programmes Investigate school libraries service Invest in appropriate reading books to allow integration of phonics instruction with reading materials Create 'intervention room' in old AH office Allocate additional time on timetable for AT to conduct additional 1:1 phonics interventions Investigate options for new library space to encourage reading for pleasure and allow for more appropriate area for current library books 	<p>MJ/LQ/AT</p> <p>Phonics Working Party</p> <p>Teachers TAs</p>	<p>Twinkl package £1200</p> <p>Library service subscription approx. £1000</p> <p>Reading materials £800</p> <p>Refit of intervention room approx. £500</p> <p>New library approx. ?? - possible devolved capital funding</p>	<ul style="list-style-type: none"> Regular phonic working party meetings Regular CPD At least termly monitoring of data Presentation to governors Regular assessment of pupil progress Pupil intervention records Reading assessment data HT Report

3. To improve systems and professional development to promote positive behaviours and attitudes

Link to OFSTED:

Personal Development, Behaviour and Attitudes, Safeguarding, 6th form Provision

Rationale:

Improving systems and professional development in school will foster positive behaviours, attitudes, and social communication contributes to nurturing positive mental health, creating a supportive atmosphere that enhances students' emotional well-being and overall resilience. It is essential to academic learning, as it establishes a conducive environment where students feel emotionally secure and engaged, laying the foundation for successful educational experiences and cognitive growth.

Evidence base:

EEF Toolkit – Social and Emotional Learning
 DofE Guidance on promoting British values in schools
 Chapman, Buckley and Sheehan - School-Based Programs for Increasing Connectedness and Reducing Risk Behaviour: A Systematic Review.
 EEF – Toolkit – Behaviour Interventions
 OECD (2015). Do teacher-student relations affect students' well-being at school?

Success Criteria:

Effective systems in place to promote positive behaviours and attitudes
 Improved pupil behaviour evidenced by increased instances of positive social interactions and reduced occurrences of disruptive behaviours.
 Professional development to help staff promote positive behaviours and enhance social communication skills has taken place and is effective.
 Improved pupil engagement, increased participation, and measurable advancements in academic achievements, reflecting the successful integration of positive behaviours and school values into the school's culture.

Intent	Implementation	Who	Resources/ Budget	Monitoring
<ul style="list-style-type: none"> To promote school values (Aiming High, Team Spirit, Honesty, Resilience, Respect and Responsibility) To further promote SMSC and British Values To continue to develop awareness of positive emotional mental health and well-being in students and staff Establish and sustain an effective culture across the school Consider strategies to extend wider enrichment opportunities and increase extra - curricular uptake To ensure and maintain a safe environment (including online, bullying and SVSH) 	<ul style="list-style-type: none"> Regular meeting of behaviour working party Review behaviour policy and principles To embed restorative practice through sharing good practice and modelling To communicate the values to student, staff, parents and governors at every opportunity until embedded To incorporate school values into learning walks To have diarised theme of the week to be shared with staff on Friday's through staff update and with students on Mondays' in assembly/form time To re-visit and refresh class/playground charters UNCRC To respond to local, national and international events/news stories during assembly/pastoral time To create a display of British Values and record example of pupils work Introduce and embed use of regulation and grounding plans To continue to develop community links with local partnerships to develop and extend extra-curricular opportunities To develop an effective system of managing individual pastoral plans To organise Team-teach training to reinforce de-escalation strategies and importance of positive relationships Promote e-safety work, across the school as well as directly with parents/carers, in order to minimise the negative impact of online behaviour outside of school. Monitor and track pupils achievements weekly (Bronze, silver, gold award) and number of warnings Articulating, modelling and rehearsing practices that contribute to the intended school culture and supporting every member of the school community, particularly senior and middle leaders, to do the same Organise well-being week Further professional development for Emotional Support Coach/staff 	<p>LMT</p> <p>EP, LK</p> <p>BehaviourWoking Party</p> <p>Teachers</p> <p>TAs</p>	<p>Team-teach training approx. £2500</p> <p>Well-being resources approx. £500</p> <p>Continue existing funding from PP allocation to support cost of Counsellor, Soc Com Assistant and Emotional Support Assistant</p>	<ul style="list-style-type: none"> Lesson observations Learning walks Surveys Pupil agenda in staff meeting Record of community and parental engagement Regular CPD and evaluations Analysis of pupil data on tracking and credit sheets Pupil progress towards EHCP outcomes HT report

4. To develop an effective and meaningful assessment model which highlights student progress and informs future planning for all pupils.

Link to OFSTED:

Quality of Education, Leadership and Management, 6th form Provision

Rationale:

As the curriculum has changed and evolved to meet the needs of the pupils coming to the school, it was necessary to redesign the assessment system to effectively track pupil progress accurately and guide future instructional planning. It is essential that we are able to identify areas for improvement, and facilitate data-informed decision-making to enhance educational outcomes. Given the complex nature of the pupils we felt it necessary to also track the progress towards practical literacy and numeracy, essential skills and preparing them for adulthood.

Evidence base:

EEF – Teaching and Learning Toolkit – Feedback

EEF – Teaching and Learning Toolkit – Parental Engagement

Success Criteria:

Robust assessment framework in place that not only reflects current achievements but also serves as a dynamic tool for continuous academic enhancement.

Gaps identified and planning adjusted in order to meet the needs of pupils.

Intervention strategies planned & implemented to support progress.

Intent	Implementation	Who	Resources/ Budget	Monitoring
<ul style="list-style-type: none"> To design and implement changes required to meet the needs of the changing curriculum and more diverse cohorts of students To ensure assessment tracking meets the range of academic ability To ensure tracking and monitoring of progress at KS4 for accredited subjects is accurate and robust 	<ul style="list-style-type: none"> Audit of the current school Assessment Model Revise Assessment policy To develop the use of CAT testing for new starters and use this to work alongside teacher assessments in mapping and setting flight paths for pupils from year 7 to year 11 To investigate methods of baseline assessments and implement an appropriate model in Maths and English Implement a variety of assessment methods, including formative and summative assessments, to provide a comprehensive view of pupils' academic progress. To modify book marking policy to include explicit evidence of progress made from teacher feedback. Highlight student response to feedback. To investigate the use of Apps such as 'Dojo' to capture and share evidence of progress Support development and implementation of this appropriate apps Encourage parent engagement in pupil learning and progress through use of app to demonstrate progress Incorporate assessment tasks and moving forward tasks into planning format Re-establish use of big books to evidence progress form practical activities in lessons Ensure coverage of assessment outcomes through identifying appropriate objectives and outcomes on medium term planning documents Investigate CPD opportunities to enhance staff understanding of effective assessment practices Establish regular data review cycles Review KS4 and KS5 assessment trackers to ensure they are fit for purpose To create working party for assessment to identify next steps 	<p>RJ/DW</p> <p>Subject Leads</p> <p>Teachers</p>	<p>Purchase of tablets for teachers approx. £2500</p> <p>CAT4 testing costs</p>	<ul style="list-style-type: none"> Data review cycles School report data and analysis Assessment weeks Quality assurance of outcomes on tracker, planning and evidence in books Lesson observations Learning walks Review of interventions Exam results an analysis HT report

- To develop the role of governors and the effectiveness of the governing body
- To continue to develop a robust assessment system focusing on raising pupil expectations and achievements
- To investigate and develop technology enhanced learning to better meet the needs of pupils T
- To develop opportunities for pupils to re-visit, transfer and recall learning, in line with 'Deans for Impact – Science of Learning'
- To develop adaptive teaching methods in order to effectively support the more complex pupils coming into year 7

POTENTIAL PRIORITIES/TARGETS FOR 2025/26

- To plan and implement a numeracy programme and system of intervention throughout the school
- To continue to support staff well-being including that of the HT
- To review the Careers curriculum from Year 7 upwards to ensure that all learners have opportunities to discover interests and talents beyond academic, technical and vocational qualifications
- To establish and embed KS4 functional qualifications curriculum