

Summary of School Improvement Plan

2021-22

Due to the pandemic and our commitment to full recovery, the SIP is comprehensive to ensure whole school commitment to these priorities, although they may be in place in many areas. Review meetings take place with the Headteacher and Governors twice a year and progress in each year group and department is monitored through Line Management with School Leaders.

VISION	GOALS AND MEASURES
LEADERSHIP AND MANAGEMENT	<ul style="list-style-type: none"> • By end of September 2021, all operating systems are up and running ensuring a safe school environment • By end of September 2021, staff and pupils are operating in a safe way and can talk confidently about how to keep the community safe • By October half-term, a working group is set up with a clear strategy to reduce the financial deficit • By October half-term, the school has a clear lettings policy based on the Kier contract • By October half-term, a line management structure and meetings are in place for all using a new approach and impact is evaluated throughout the year • By end of September 2021, the HT has met with the NEU to adapt appraisal based on staff feedback • By December 2021, there is a significant reduction in emails identified by staff • By October half-term, there is a well-being strategy for the whole school which is identified by staff by Summer 2021 as having had impact including the introduction of mental health first aiders • By Spring 2021, a mock crisis has been set up to test the robust nature of our crisis response plan • By October half-term, have identified a bespoke leadership programme for interested staff from our non-white British communities • By April 2022, have implemented Arbor* and ensure staff are able to easily use this to support learning and rate this highly in a staff survey • By December 2021, Governors have been given clear and comprehensive information to enable them to choose an ICT provider ready for April 2021 • By July 2022, have ensured and identified departments are maximising use of technology to improve learning and teaching is delivered using Google Classroom • By April 2022, have ensured ensure the whole school uses Google Enterprise instead of the N drive • By October 2021, have ensured marketing and events attracts parents and pupils to aim for 88% first choice for 2022. • By December 2021, have made significant progress in the clarity of information available on the website, including all curriculum maps and information, and gain feedback from stakeholders • By July 2022, have shown show significant reduction on staff absence through robust application of HR processes and buyer line management and support • By May 2022, have initiated an external SEND review to benchmark practice • By December 2021, to have a clear strategy and process for whole school data and ensure all staff can access and understand as appropriate • By December 2021, using a clear work plan for Governors Meetings and have made a significant improvement in the data presented to Governors which is positively evaluated • By December 2021, have undertaken a review of the organisation of admin support staff in school and a plan to ensure staff are trained and supported to undertake appropriate roles to suppose the school • By end of October 2021, quality assurance shows SOPs are in place in all areas and there is clear evidence of impact • By March 2022, ensure all staff are clear about the expectations of an Ofsted inspection and plan accordingly <p>*Subject to LA/Governors</p>

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QUALITY OF EDUCATION	<ul style="list-style-type: none"> • By August 2022, to have achieved a P8 score of 0.2 and an ALPS score of 2 with a reduction in gaps for boys, higher attaining pupils (HAPs) and WBR as part of our disadvantaged groups • By August 2022, to see continued improvement over the year in the data and pathways of pupils identified as disadvantaged in our school with clear actions at all levels • By October half-term, have launched new 'Know the School, Grow the School' quality assurance processes which show impact at the end of each term • By 31st October, all staff have appraisal objectives that genuinely lead to improvement as seen in mid-term and final review • By December, a whole school audit of the curriculum identifies areas for collaboration or omissions and further work done to address these • By March 2021, each department has undertaken a deep dive and feedback is provided to be addressed before the end of the year • By October half-term, have identified a robust SEN MER which has impact identified in an external review in the summer term • At the end of each term, there is clear impact of quality first teaching SEND intervention and progress of HI pupils and areas identified for improvement • At the end of each term, quality assurance shows greater consistency of use Tool Kits, Knowledge Organisers and Rosenshine techniques used in the classroom • At the end of each term, quality assurance shows continued growth of challenge in all classrooms which has impact on HAPs • At the end of each term, quality assurance shows the use of whole class regular review lessons and exam practice for KS4 and 5 which have impact on outcomes • By end of September, intervention is in place which supports our most disadvantaged pupils and the pupil premium money shows impact on PP pupils and the wider and/or bespoke Heathcote group • At the end of each term, there is clear evidence in department and year MERs and whole school QA of the impact of our strategy for teaching and Challenge Weeks including case studies • By the end of December, all resources are in place in advance on Google Classroom to support all lessons and teaching is done through this medium • By October half-term, the programme for the ECF and all new teachers is in place and this is positively evaluated at the end of each term. Each ECT in Year 1 or 2 has meaningful activities for the additional time allocated. • By July 2022, Year 10 pupils have experienced a number of career pathways as part of Progression Week • By February half-term, all Year 9 and 11 pupils have received clear IAG on pathways and there is an increase in EBacc uptake to 65% • By December 2021, there is evidence of further progress in all Gatsby benchmarks • By October half-term, a clear oracy strategy is in place with a focus on the vocabulary gap in classrooms which shows evidence of impact by July 2022

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BEHAVIOUR	<ul style="list-style-type: none"> • By October half-term to have implemented and set up all aspects of the new Behaviour Policy with clear feedback and impact identified at the end of each term • By July 2022, to have reduced fixed term exclusions to below 50 and permanent to below 2 • By October half-term, to have a fully staffed Inclusion room and have evidence of impact including Pupil Voice • By December 2021, to have a robust process for mid-term admissions that ensures pupils thrive in school and attendance and behaviour key indicators are reduced • To achieve overall attendance of 95.3% and persistent absence below 15% • By December, there is evidence of the positive impact of pastoral teams and less traffic at the school office • By October 2021, Standard Operating Procedures and new processes such as split lunchtimes mean all areas of the school are calm and well-supervised at all times leading to a continued significant reduction in incidents in school • By end of September 2021, all peer on peer abuse (including SHB) is robustly recorded and each term shows a reduction in incidents as a result of intervention based on data

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PERSONAL DEVELOPMENT	<ul style="list-style-type: none"> • By October half-term, to have trained appropriate staff and implemented Unifrog for Year 11, 12 and 13 and show this is having impact and by the end of the year, is used by all pupils • By October half-term, to have identified a process for monitoring enrichment for disadvantaged pupils and ensuring an increase in opportunities with a focus on Year 7 and 10 • By October half-term, to have a pupil passport process in place for Year 7 pupils to have experienced certain activities in Key Stage 3 • By October half-term, to have robust activities in place in all tutor sessions and assemblies and there is a clear quality assurance programme and evidence of impact • By October half-term, to have a fully operating School Council in place with clear procedures for the term and a list of priorities • By October half-term, to have a clear structure in place for all pupil leadership activities in school which are published for all pupils and for there to be a plan for an increase in the number of disadvantaged pupils involved in leadership • By December, to have a Parent Council set up to help support school improvement • By July 2022, to have at least one fund raising event run and organised by parents and the introduction of a uniform shop • By March 2022, to have established a food bank and ensure there is pupil and parent involvement in establishing and running this • By end of September 2021 and each further term, to have established at least one weekly enrichment opportunity by each department and these are monitored for disadvantaged pupil access and appropriate action taken to increase access if necessary • By end of September 2021 and each further term, to have established at least one curriculum trip and at least one lesson in the forest by each department per Key Stage/year and these are monitored for disadvantaged pupil access and appropriate action taken to increase access if necessary • In each Challenge Week, to have established one event for each year group (7-10) using the forest as a resource, including team building for Year 7 • By October 2021, have a planned strategy for hard-to reach pupils in Year 9 resulting in reduced behaviour needs and more school buy-in. • By end of July 2021, to have planned at least 2 trips abroad* for pupils to support learning and take action to support disadvantaged pupils to access the trip <p>*subject to Covid restrictions</p>

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SIXTH FORM	<ul style="list-style-type: none"> • By end of September 2021, have ensured the tutorial programme includes the most effective elements of the VESPA programme and impact is measured via a MER • By August 2021, to have further increased number of Russell Group applications and final pathways • During Challenge Week, have ensured Year 11s have taster Sixth Form event further increasing numbers in post 16 and responding to any curriculum changes to meet their needs • By end of September 2021, have ensured systems and structures lead to an increase in punctuality and attendance • By end of December 2021, have evidenced greater contact with parents and carers to support progress • By October half-term, ensure all areas of the Sixth Form are set up to maximise and support independent learning and pupils are aware of how to work effectively in an independent fashion • By September 2022, all pupils to have completed courses and core learning aims before moving unless there are exceptional circumstances

VISION	GOALS AND MEASURES	ACTION PLANS	DATE AND WHOM
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SAFEGUARDIN</p>	<ul style="list-style-type: none"> • By October 8th, a clear strategic plan is in place to address the issues raised in the Safeguarding and AP feedback • By end of September, fortnightly meetings with the Head and DSL are in place and the Safeguarding Governor joins at least one half-termly • By December, there is evidence of the positive impact of pastoral teams and less traffic at the school office • By December, the DSL can show evidence of a more delegated approach to responding to need • By December 2021, all staff to have experienced training on trauma informed practice, LGBTQ and SHB and this has a result on practice evidenced by consistently positive feedback, robust recording and reduction in incidents over the year 		