# SCHOOL IMPROVEMENT PLAN 2020 - 2021

***Outcomes 2020 - Headlines***

**GCSE**

| Filter Value | KS2 Prior | Stu Count | A8 Pts | Eng P8 | Mat P8 | EBacc P8 | Open P8 | P8 |
|---|---|---|---|---|---|---|---|---|
| Disadvantage | 4.55 | 21 | 46.23 | -0.529 | 0.614 | 0.377 | 1.045 | 0.444 |
| Non Disadva | 4.76 | 37 | 55.3 | 0.021 | 0.534 | 0.612 | 1.539 | 0.756 |
| Female | 4.6 | 24 | 53.39 | 0.556 | 0.614 | 0.856 | 1.795 | 1.029 |
| Male | 4.74 | 34 | 51.05 | -0.741 | 0.526 | 0.275 | 1.023 | 0.346 |
| Lower | 3.18 | 9 | 32.58 | 0.44 | 0.616 | 0.849 | 1.907 | 1.037 |
| Middle | 4.7 | 30 | 49.58 | -0.26 | 0.622 | 0.663 | 1.541 | 0.734 |
| Upper/High | 5.45 | 17 | 67.13 | -0.384 | 0.434 | 0.105 | 0.73 | 0.261 |
| **OVERALL** | **4.68** | **58** | **52.02** | **-0.185** | **0.564** | **0.524** | **1.354** | **0.639** |

| Filter Value | KS2 Prior | Stu Count | Sci VA | Lang VA | Hum VA |
|---|---|---|---|---|---|
| Disadvantage | 4.55 | 21 | 0.291 | -0.248 | 0.197 |
| Non Disadvar | 4.76 | 37 | 0.281 | -0.408 | 0.838 |
| Female | 4.6 | 24 | 0.483 | 0.064 | 1.054 |
| Male | 4.74 | 34 | 0.137 | -0.757 | 0.255 |
| Lower | 3.18 | 9 | 0.246 | | 1.402 |
| Middle | 4.7 | 30 | 0.505 | -0.104 | 0.599 |
| Upper/High | 5.45 | 17 | -0.083 | -0.708 | 0.169 |
| N | 4.68 | 58 | 0.285 | -0.37 | 0.598 |
| SEND | 3.83 | 6 | 0.18 | -1.5 | 1.072 |
| SUMMARY | 4.68 | 58 | 0.285 | -0.37 | 0.598 |

In 2020 results were based on Centre Assessed Grades. These were rigorously scrutinised internally before being submitted. Outcomes were pleasing across the school, however English and French results still lag behind the rest of the school despite being improved from 2019. Girls significantly outperformed Boys across all areas, but this is less pronounced in Maths. Low ability students made the greatest progress, with high ability students performing well except in English, Languages and Science.
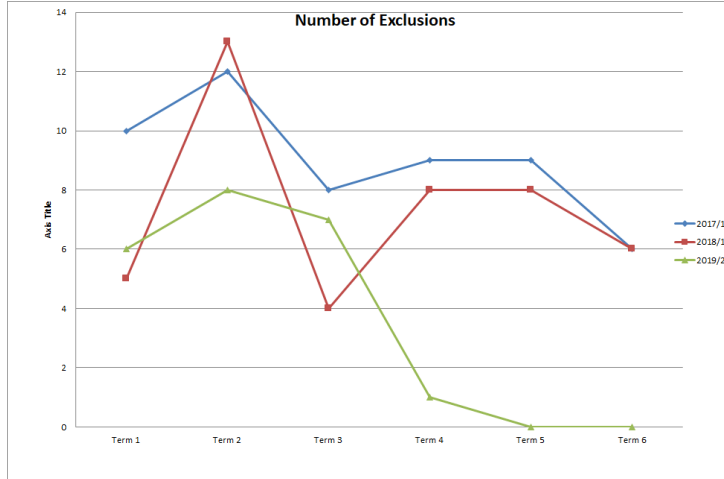
# SCHOOL IMPROVEMENT PLAN 2020 - 2021

**Attendance**
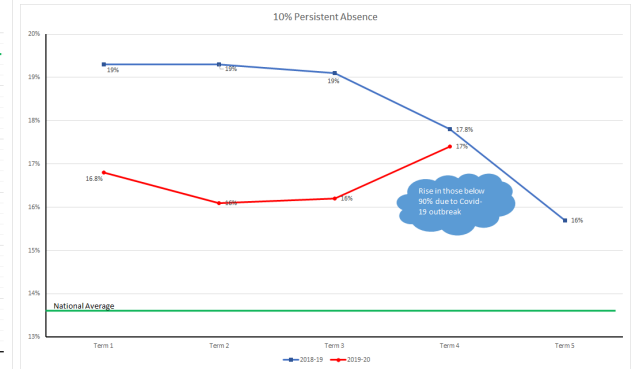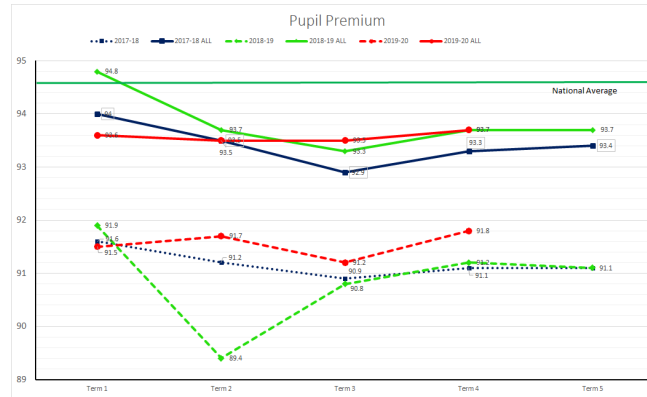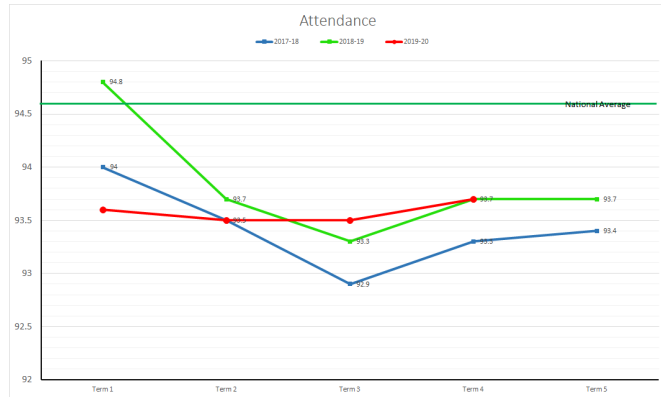


Whilst attendance remains a significant area of focus for the school, in March prior to lockdown, attendance for the whole school and for disadvantaged students was the highest it has been in the last 3 years.

**Behaviour**
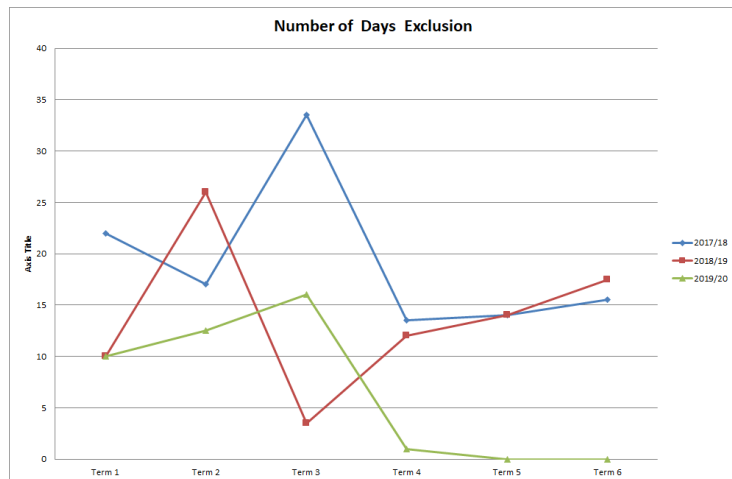


Behaviour standards and expectations continue to rise, with exclusion figures in 2020 prior to lockdown reduced by 5% from the previous year and the lowest in 3 years. Reducing exclusions, and in particular repeat exclusions remains a focus for the school.

# SCHOOL IMPROVEMENT PLAN 2020 - 2021

## Areas for development

### Quality of Education

Ensure teaching is of a consistent standard and that all teachers are promoting Rosenshine's principles of sequencing, questioning, recall and review leading to depth of learning, understanding and mastery of topics and skills. All pupils are taught a curriculum which matches their ability, offering the correct levels of support and challenge allowing them to make progress. Whole school intent is revised and schools core values of truth, resilience, awareness and kindness become the cornerstone. All subjects will review their own curriculum intents to display how they contribute to these core values.

All subjects will produce long term and medium term plans with objectives and prior knowledge embedded. Plans will also be adapted following the impacts from lock down as a return to school curriculum is introduced following the completion of a COVID catch up plan.

Outcomes in English (especially boys) improve so that results show a positive P8 score. Outcomes in French improve to produce a positive SPI and a new curriculum is embedded following work during the Autumn term. HAP in English and Science will produce a positive P8 score (Eng ) and a positive SPI (Sci)

### Behaviour

Improve attendance of students in all key categories, reduce incidents of low level disruption, high tariff incidents and peer on peer abuse. Students to demonstrate an improved attitude towards learning and a 'Thirst for Learning'

### Personal Development

Enhance provision of activities and experiences that lead to greater development of students' character, SMSC, wellbeing, understanding of British Values and next steps on their learning journey.

### Leadership and Management

Developing proactive leadership with a solution focus remains a priority. Giving staff opportunities to lead and to develop leadership skills requires further development. Safeguarding practices are being updated to further improve practice - especially around Covid-19.

### Governance

Whilst governance has been consistently strong, recently there have been significant changes in governance as governor terms come to an end. Governor training is a priority, and sharing experience amongst new governors is important.

# SCHOOL IMPROVEMENT PLAN 2020 - 2021

| Quality of Education | Behaviour | Personal Development | Leadership and Management | Governance |
|---|---|---|---|---|
| Q1 Each subject's curriculum intent reflects the key values outlined within the Schools curriculum intent. | B1 Increase attendance of all groups. Overall school, PP, VG & PA. | P1 Respond to Coronavirus & *new* KCSIE guidance by ensuring MH and wellbeing of students is addressed. | L1 Further develop leadership at all levels | G1 Governors have clear and concise roles and responsibilities |
| Q2 Curriculums are developed across all subjects which provide clear provision and adaptation where necessary for SEND and disadvantaged pupils. | B2 Improve behaviour of students; Reduce low level disruption, exit room use, isolations & exclusions. | P2 Increase of pastoral support and suite of interventions available to students. | L2 Develop leadership and a proactive problem solving culture | G2 All new governors to complete a governor induction |
| Q3 Curriculums are adapted to attempt to mitigate the impacts of COVID. | B3 Reduce incidents of bullying and peer on peer abuse. | P3 Increase student well-being and community engagement. | L3 Improve accountability and active improvement for outcomes and impact | G3 Governors attend meetings regularly. |
| Q4 Long term and medium term plans are evident for each subject displaying clear and coherent sequencing allowing prior knowledge to be built up and enhancing key skills throughout. Subject staff and HOF are able to clearly explain their curriculum choices. | B4 Enhance rewards schemes within school to improve focus, behaviour & engagement. | P4 Enhance Personal Development through creation of new school Character Strengths. | L4 Create a whole school wellbeing project around physical and mental wellbeing which reduces absence and increases resilience and improves students happiness | G4 Governors are aware of what is going on within school particularly with respect to their specific areas of responsibility |
| Q5 To introduce/refresh the Science of Learning | B5 Improve ethos of school and attitudes towards learning of students to develop a greater 'Thirst For Learning'. | P5 Enhance scope of House system and School Council to provide better pupil engagement in the community and increase pupils' sense of ownership. | L5 CPD focus on reducing workload whilst focussing on effectiveness | G5 Governors hold the school to account for the effectiveness of spending eg. Catch up 7, pupil premium etc |
| Q6 To improve questioning across the curriculum to aid understanding and depth of knowledge | | P6 Enhance personal development through updated tutor time and assemblies programme. | L6 CPD requirements informed by appraisal | G6 Chair of governors works with other Chairs across the MAT to share good practice |

# SCHOOL IMPROVEMENT PLAN 2020 - 2021

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|---|---|---|---|---|
| Q7 To introduce and embed Rosenshine's Principles of Instruction across all subjects | | P7 Enhance provision of PSHE, SMSC, British Values, Character development & Healthy Schools to achieve outstanding personal development. | L7 Enhance status of safeguarding, accuracy of reporting & recording procedures & analysis of CP concerns. | G7 All Governors attend governor training events when relevant |
| Q8 Feedback is formative and used to inform planning and teaching | | P8 Enhance careers provision to ensure all students are informed of all available pathways, and increase engagement in learning and aspiration. | L8 Staff teaching second subjects receive additional support and training to ensure students make good progress | G8 Governors to ensure there is a good succession plan in place and skilled governor recruitment is ongoing. |
| Q9  Disadvantaged students increase attainment and VA scores when compared with previous years. | | | L9 Ensure the school continues to provide high quality education and support during Covid-19 | G9 Governors scrutinise their current practice and look for improvements to ensure excellence in governance |

*Appendix 1 - Catch up premium Plan*

# SCHOOL IMPROVEMENT PLAN 2020 - 2021

<table>
<tr><td colspan="11" style="background:red;color:white"><strong>Quality of Education</strong><br><strong>Curriculum intent</strong>: aims of the curriculum, the end points it builds towards, how it is sequenced, how the curriculum reflects the local context, the adaptations for SEND and disadvantaged children</td></tr>
<tr><td colspan="5">Summary from SEF:<br>Improve attainment and VA scores of Disadvantaged students, particularly in English.</td><td colspan="6">Success Criteria:<br>The overall progress 8 score for the school will be +0.25. All groups of pupils including disadvantaged and boys will have a positive P8 score and this will be inline with the overall P8 score for the school. Boys in English will make progress in line with girls.<br>Pupils will, when questioned, be able to explain what they are learning in lessons, what was taught beforehand and what they will be learning in the future. All staff will use objective laid out in detailed medium term plans to produce effective lessons with 90% being judged good or better.</td></tr>
</table>

| | Objective | Actions, including CPD | Time Scale | Responsible | Milestones | Outcomes | Monitoring | Resources cost | Status |
|---|---|---|---|---|---|---|---|---|---|
| Q1 | Each subjects curriculum intent reflects the key values outlined within the Schools curriculum intent. | Q1.1 INSET delivered outlining the schools key aims: TRAK | Sept 20 | CO | 01.09.20 Presentation given to all staff by CO outlining TRAK | TRAK is referred to and applied in planning and delivery of lessons. Lesson observations and behaviour records show improvement in TRAK indicators. | Curriculum intents altered to reflect new core principles | Staff time | Completed - Inset delivered and TRAK being used by staff |
| | | Q1.2 Schools curriculum intent is rewritten to reflect the schools core principles across the key areas | Oct 20 | LP | 30.10.20 LP produces a School intent which is agreed upon by key stakeholders | New school intent reflects the schools core principles | Discussion at SLT meeting during Oct | Staff time | Planned |
| | | Q1.3 Subjects intent document are altered to reflect, where possible, their contribution to the schools core principles | Draft by Nov 20 Completed by Jan 20 | LP | 27.11.20 HOF/ Staff will be asked to produce a draft of their curriculum intents. 29.01.21 Final copies produced | Curriculum intents produced for each subject reflecting, where possible, the schools core principles. Each intent published on the school website. | 27.11.20 Drafts to LP. 29.01.21 Final copies to LP | Staff time | Planned |

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|---|---|---|---|---|---|---|---|---|---|
| Q2 | Curriculums are developed across all subjects which provide clear provision and adaptation where necessary for SEND and disadvantaged pupils. | Q2.1 All subjects have medium term plans in place which outline how resources are differentiated | Term 1 | LP/ HOF | 19.10.20 HOF to have revisited curriculum audit and update with progress 18.01.21 MTPs are updated where necessary or plans in place to do so. | All MTPs are completed for each topic within each subject. If gaps still remain then plans are in place to address them. | Minutes from Fac meeting Oct 12th and Dec 7th. MTP uploaded to faculty drives | Staff time | Planned |
| | | Q2.2 MER across all subjects monitors the use of differentiated materials in lessons during observations | All Year | KH | Add dates for MERS here | All lessons observed during MER display clear differentiation allowing progress to be made by SEND and disadvantaged students | MER reports | Staff time | Planned |
| | | Q2.3 MER evaluates curriculum planning and provision for SEND and disadvantaged students | All year | KH | Add dates for MERS here | All MTPs show how provision for SEND and disadvantaged students is being provided in each lesson. | MER reports | Staff time | Planned |
| Q3 | Curriculums are adapted to attempt to mitigate the impacts of COVID. | Q3.1 INSET delivered to all staff regarding the need to adapt curriculums to attempt to fill gaps in student knowledge due to COVID lock down | 01.09.20 | LP | INSET delivered on 01.09.20 | All long term and medium term plans are revised to revisit work which was set during lock down | Long term plans stored centrally. Medium term plans and day to day teaching monitored by HOF and SLT | Staff time | Planned |
| | | Q3.2 Long term plans produced for each subject | Sept 20 | LP | 02.10.20 All subjects to have a LTP on the shared drive | Long term plans are produced for each subject and where possible provision for catch up included | Long term plans added to a folder on shared drive. Lp to check completion on 25.09.20 and chase up if necessary | Staff time | Planned |
| | | Q3.3 Self study sessions are included in the school day covering all subjects | Term 1 | KH/ LP | 07.09.20 Self study period are introduced as part of the post-COVID timetable 13/1/21 Self study survey sent to staff,parents and pupils | Students spend the final 30 minutes of the school day completing self study. Subject teacher set work in accordance with a timetable. | Member of staff on call out with monitor each class room | Staff time | Planned |

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| | | Q3.4 Intervention lessons are timetabled for Y11 students and taught by specialist teaching staff | Begin in Sept 20 | LP/ TVA/ JSC/ TH/ KG | 07.09.20 - pupils begin intervention session for Maths | Pupils who are underperforming in English and Maths will be given timely intervention and reach progress targets in terms of GCSE outcomes. English P8 will be above 0.0, Maths P8 will be above 0.2 | TH and JSc to monitor impact and alter groups accordingly | Staff time | Planned |
| | | Q3.5 HOF, working with subject, staff ensure that curriculum alterations outlined by OFQUAL are applied to LTP | Term 1 | LP | 02.10.20 Completion of LTPs by subject staff | All subjects produce LTPs which have been updated to include changes to the curriculum outlined by OFQUAL guidance. | LTPs on shared drive | Staff time | Planned |
| | | Q3.5 MTP for the basis of lesson planning and are used to emphasise and reinforce prior knowledge, especially that which was covered during lockdown | Term 1 | LP | 01.09.20 INSET delivered on the importance of recognising prior knowledge and where content in MTPs may be applicable to work covered during lockdown | Lesson observation and drop ins show that prior knowledge is outlined by staff | SLT and HoF dropins Faculty MERs | Staff time | Planned |
| | | Q3.6 COVID catch up plan is produced for each subject | Term 1 | LP | 23/10/20 All subjects have a COVID catch up plan uploaded to Curriculum folder | All subjects have produced a document which outlines their plans for recapping on the work covered by each year group during lockdown. Each plan is placed into the relevant folder on the shared drive. | HOF/ LP | Staff time | Planned |
| Q4 | Long term and medium term plans are evident for each subject displaying clear and coherent sequencing allowing prior knowledge to be built up and enhancing key skills throughout. Subject staff | Q4.1 Long term plans produced for each subject | Sept 20 | LP | 02.10.20 All subjects to have a LTP on the shared drive | Long term plans are produced for each subject and where possible provision for catch up included | Long term plans added to folder on shared drive. Lp to check completion on 25.09.20 and chase up if necessary | Staff time | Planned |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | and HOF are able to clearly explain their curriculum choices. | Q4.2 All subjects to have medium term plans in place which outline how resources are differentiated | Term 1 | LP/ HOF | 19.10.20 HOF to have revisited curriculum audit and update with progress 18.01.21 MTPs are updated where necessary or plans in place to do so. | All MTPs are completed for each topic within each subject. If gaps still remain then plans are in place to address them. | Minutes from Fac meeting Oct 12th and Dec 7th. MTP uploaded to faculty drives | Staff time | Planned |
| | | Q4.3 Subject MERs will evaluate the effectiveness of planning in the delivery of effective lessons | All Year | KH | Add dates for MERS here | Report will include evidence relating to teaching staff ability to relate new concepts to prior learning and how each lessons fits into the sequence being taught | MER reports | Staff time | MER plan sent out to HOF's. |
| | | Q4.4 Subjects MERs will evaluate the effectiveness of the sequencing Subject LTPs | All year | KH/ LP | Add dates for MERS here | Staff, when questioned during the MER process, will be able to articulate their reasoning behind sequencing their topic schedule as outlined in their long term plans | MER reports | Staff time | Planned |

## Quality of Education

**Curriculum implementation**: teachers subject knowledge, the quality of teaching, the design of lessons and sequences of lessons, use of assessment, match of tasks. Quality of teaching of reading, phonics teaching.

| Summary from SEF: Improve recall of knowledge within and between subjects Improve depth of learning | Success Criteria: Teachers will understand the principles of sequencing, practice and review, questioning and modelling to enable students to move from working memory to long term memory to build depth of learning 95% of lessons observed will be good or better in this area Progress of 0+ in all subjects |
|---|---|

| | Objective | Actions, including CPD | Time Scale | Responsible | Milestones | Outcomes | Monitoring | Resources cost | Status |
|---|---|---|---|---|---|---|---|---|---|

# SCHOOL IMPROVEMENT PLAN 2020 - 2021

| Q5 | To introduce/refresh the Science of Learning | Q5.1 INSET presentation on working and long term memory | Tem 1 | LMB | 2.9.2020 presentation on Working and Long term memory | Staff will understand the science behind the learning and will apply this to their practice. Good examples of practice will be seen in at least 90% of lessons | Attendance register for inset | Time for planning presentation | complete |
|---|---|---|---|---|---|---|---|---|---|
| | | Q5.2 Subjects to build practice and review into lessons | Terms 1 & 2 | LMB/HoFs | 20.12.2020 subjects will have incorporated practice and review questions into SoLs with a view to this becoming a regular start to lessons - this should have started in some lessons | Students will develop retrieval skills and knowledge will pass into long term memory which, in turn, will build depth in learning. SEND students will make progress in terms of processing and retaining new knowledge. SEND outcomes will be in line with students' targets | Review on agenda at Hof meetings each term<br><br>SoLs will show practice and review being built in by Christmas | TIme for review in meetings<br><br>TIme for faculties/subjects to update SoLs | Planned |
| | | Q5.3 Fac briefings to reiterate importance of practice and review . Staff to share successes | One year | LMB/subject leads | 21.9.2020 Fac briefings to focus on progress in developing subject specific practice and review for SoLs | Subjects/faculties share good ideas<br><br>Staff value the idea of moving from working memory to longterm memory and will understand the impact on learning<br><br><br>Students' long term memory supports working memory in terms of recalling prior knowledge and in terms of applying to new learning which, in turn will improve understanding and progress for students. | Drop ins as it becomes more embedded (from term 3 onwards)<br><br>Student voice as it becomes more embedded (from term 3 onwards)<br><br>Progress checks will show increase in % os students achieving P or P+ | TIme to discuss and share idea. Time to record and practise ideas | Planned |

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|---|---|---|---|---|---|---|---|---|---|
| | | Q5.4 T&L briefings to maintain focus on practice and review | Term 1 | LMB | 30.9.2020 Wed briefing to focus on reminding about practice and review<br><br>4.11.2020 Wed briefing to focus on reminding about practice and review<br><br>9.12.2020 Wed briefing to focus on reminding about practice and review | Staff use practice and review at the forefront of planning and teaching. Students develop the habit of practice and review leading to retention of knowledge and deeper understanding by students leading to improved outcomes for at least 10% more students than last year | Discussion during briefing | TIme to prepare for briefing, time to incorporate and practise ideas shared | Planned |
| | | Q5.5 Subjects to plan for practice and review | Term 1 | HoFs/subject teachers | 13.10.2020 faculty time for catch up planning to include review of progress for practice and review | All subjects have incorporated practice and review into one or more SoL | Review of SoLs by SLT/HoFs during deep dives | Fac time for discussion and planning | Planned |
| | | Q5.6 Practice and review to be a common feature of lessons across the curriculum | One year | LMB/HoFs | 20.7.2021 all subjects will be in the habit of using practice and review at the start of every lesson at the very least | Students and staff will see review and practice as part of every lesson. Lesson observations show this is true in at least 90% of lessons. Retention of knowledge will improve. Students will be able to recall learning from last lesson, last week, last term, last year thereby leading to improved outcomes. In all years at least 90% will be in line with target grades. | Lesson observations<br><br>Student voice<br><br>Drop ins<br><br>Booklooks with students | Time for staff to embed into planning<br>TIme for lesson observations<br>TIme for student voice and booklooks | Planned |
| Q6 | To improve questioning across the curriculum to aid understanding and depth of knowledge | Q6.1 Remind teachers of questioning strategies and the importance of using them | Term One | LMB | 2.9.2020 INSET presentation to include reference to questioning | Staff know the importance of questioning and use questioning to aid retrieval and deepen understanding. Lesson drop ins and observations show that effective questioning is present in at least 90% of lessons.  Students  make | Lesson observations<br><br>Drop ins<br><br>Student voice | TIme for lesson observations<br>TIme for student voice and booklooks | Planned |

| | | | | | | better progress (at least 90% on target in all years) and retain knowledge as well as being able to make links between prior learning and across the curriculum | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Q6.2 Deliver presentation on questioning strategies | Term three | LMB | 31.1.2021 - presentation on questioning strategies will have been delivered | Staff know different strategies that they can use in the classroom and how to use questions as a strategy for differentiation. Outcomes for vulnerable groups, PP and Boys are less that 5% below others or above. | | | Planned |
| | | Q6.3 Subjects to build key questions Into SoLs and into formative assessments | 6 months | HoFs/Subject leads | 20.7.2021 all subjects will be making use of a range of questioning techniques | Students know that they will be called upon to answer questions and thus will be more engaged in the lesson (at least 90% of lessons show strong engagement in questioning) Teachers are able to identify and correct misconceptions leading to better/deeper understanding of the topic and ability to make links to prior learning leading to better outcomes in assessments and terminal exams (At least 90% of students on target or above) | Lesson observations Student voice Drop ins | TIme for subjects to develop SoLs Time for lesson observations TIme for student voice and book looks with students | Planned |
| Q7 | To introduce and embed Rosenshine's principles of instruction to ensure consistency in teaching and learning | Q7.1 monitor practice and review is being used in lessons | One year | LMB | 30.4.21 practice and review is embedded in all lessons | Teachers are able to correct misconceptions in a timely manner. Students are in the habit of practice and review as part of their learning. They are able to recall prior knowledge and make links to new learning, this leads to them making better progress and have a deeper understanding. Improved outcomes in assessments and final exams. | Lesson observations Student voice Drop ins | Time to monitor Time for student voice | Planned |

# SCHOOL IMPROVEMENT PLAN 2020 - 2021

| | | | | | Positive Progress 8 for the school - English will be 0.0 | | | |
|---|---|---|---|---|---|---|---|---|
| | | Q7.2 refresh familiarity with different styles of questioning | Term 3 and 4 | LMB | 28.2.2021 all teachers will have been reminded of and be able to use a range of questioning techniques | Teachers are able to ensure that all students are engaging in discussions and are understanding the topic which will allow planning to be based on student needs in order to allow for better progress, deeper understanding and improved outcomes | Refresher session  Lesson observations  Student voice Drop ins | Time to prep refresher session  Time for lesson observations and student voice  Possibly costs around further training or support programmes | Planned |
| | | | | | 31.3.2021 students will be confident in asking questions and offering in depth answers to questions when appropriate | Students will deepen their learning through knowing they will be expected to participate in class discussions.  As a result, their confidence in vocalising their opinions, extending their ideas and using subject terminology should improve which should lead to improved outcomes in assessments and terminal exams. (At least 90% on or above target) | | | |
| | | Q7.3 monitor sequencing of learning in planning of curriculum SoLs and individual lessons in conjunction with LP | One year | LMB | 30.12.2021 all subjects will have explored sequencing in their curricula and will be considering sequencing in SoLs | New knowledge is introduced in small steps which will allow students to process it and move from working memory to long term which will also aid in deepening understanding  Students are able to process knowledge more easily thus allowing it to move to long term memory and be available for making links when new knowledge is introduced  Knowledge will move from working memory to long term | Lesson observations  Drop ins  Book Looks with students  Progress reports | Time for subjects to review curricula  Time to plan CPD sessions  Time to prepare T&L briefings  Potential costs around further CPD such as Olevi programme | Planned |
| | | | | | 31.1.2021 CPD n sequencing in individual lessons will have been delivered | | | | |
| | | | | | 31.3.2021 T&L briefings will have been used to remind teachers of strategies for sequencing and to share good practice | | | | |

# SCHOOL IMPROVEMENT PLAN 2020 - 2021

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| | | | | | 20.7.2021 individual lessons in all subjects will show clear sequencing in learning episodes | memory as a result of sequencing in conjunction with practice and review. Students will have improved understanding and outcomes (At least 90% of students on or above target in all subjects) | | | |
| | | Q7.4 ensure students are given time to practise independently to build towards depth of learning | One year | LMB | 30.3.2021 CPD on working towards depth will have been delivered | Students are able to use long term memory to support working memory which will allow deeper understanding and improve outcomes<br><br>Links will be made between prior learning and new knowledge allowing students to be resilient in their work and learning to be in depth which, in turn, improves outcomes in assessments and terminal exams (At least 90% of students on or above target in all subjects) | Student voice<br><br>Book Looks with students<br><br>Lesson observations<br><br>Drop ins | TIme to prep CPD<br><br>TIme for booklooks | Planned |
| | | | | | 31.5.2021 T&L briefings will have been used to remind staff about depth of learning strategies | Staff use strategies which improve students' depth of learning | Drop ins<br>Lesson observations | Time to prep T&L briefings | Planned |
| | | | | | 20.7.2021 individual lessons will show students are starting to develop depth in learning | Students are more resilient learners who are able to transfer knowledge between subjects as well as between working and long term memory. More resilience and depth improves outcomes in assessments and terminal assessments (At least 90% of students on or above target in all subjects) | Student voice<br><br>Booklooks<br><br>Outcomes | Time to monitor | Planned |
| Q8 | Feedback is formative and used to inform planning and teaching | Q8.1 all subjects will offer formative assessment either written or verbal | One year | LMB | 28.2.2021 T&L briefings and CPD will have been delivered on | Staff ensure that assessment allows students to understand how to develop their understanding and | | | Planned |

| | | | | | formative assessment and student response | response. Students' responses will be thorough and will lead to improvement in next task. Over 90% of observed lessons and book looks show effective assessment that helps students to improve their work | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Q8.2 subjects will use formative assessment in conjunction with Rosenshine's Principles to sequence next steps | One year | LMB | 31.3.2021 CPD/T&L briefings will have been delivered on sequencing next steps | Staff use assessment to identify misconceptions and to sequence learning to ensure students are making good progress. In over 90% of lessons observed assessment has informed the planning of learning. | | | Planned |
| Q9 | Disadvantaged students increase attainment and VA scores when compared with previous years. | Q9.1 Interventions for English and Maths for all disadvantaged students, and for other subjects where possible. | One Year | CO / LMB / JST / THE | 12.11.20 TT for Maths and English interventions in place & begun | Disadvantaged students achieve P8 score of +0.25, improving from +0.16 the previous year. Disadvantaged students improve to at least +0.00 in English and EBacc. | CO - SISRA data and Progress points | PP funding for interventions | Planned |
| | | Q9.2 Regular training to staff, including 'real stories' to ensure teachers are fully aware of the reasons behind the Teach first methodology, thereby ensuring more 'Buy In' from staff. | One year | CO / LMB / HOF | 02.11.20 Inset on Teach First methodology | Disadvantaged students achieve P8 score of +0.25, improving from +0.16 the previous year. Disadvantaged students improve to at least +0.00 in English and EBacc. | CO & SLT & HOF learning walks and book looks demonstrate Teach First methodology embedded in teaching practice throughout the school. All lessons judged good or outstanding with regards PP provision. | Time on Inset and during T&L trainings | Planned |
| | | Q9.3 Careers education more fully integrated within curriculum subjects with use of career slides at the end of lessons, faculty careers leads | One year | CO / PJ | 02.11.20 Faculty career leads in place & career working groups set up | Students display higher levels of contextualising their learning and 'Thirst for Learning' increased, in line with school Value of TRUTH. Thirst for learning is seen in | CO & SLT & HOF observe career activities within 75% of lessons observed. Pupil voice demonstrates high | Time on Inset and during T&L trainings. Career pilot job profiles used to help | Planned |

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| | and bespoke career activities within subjects. | | | | 20% more lessons than in 2019/20. | motivation and understanding of next steps at all key stages. | subject specific slides. | |
| | Q9.4 Disadvantaged students in Year 11 given priority for meetings with career advisors and regular follow up. | One year | CO / PJ | 12.10.20 TT created to prioritise Yr 11 PP students for Careers advisor. | Disadvantaged pupils all progress to an appropriate course of further education or training after Year 11. Zero NEETs. | CO NEET figures and careers interviews taking place. Career pilot Triage tool shows evidence of outstanding careers education | £249 for careers pilot triage tool agreed by AW from MAT budget | Completed - PP students have been given priority on TT |
| | Q9.5 Careers education more fully integrated within tutor time. Additional resources created and training given to tutors. | One year | CO / PJ / SE | 02.11.20 Resources created for virtual delivery of career activities & Training delivered to tutors. | Students display higher levels of contextualising their learning and 'Thirst for Learning' increased, in line with school Value of TRUTH. Thirst for learning is seen in 20% more lessons than in 2019/20. | CO & SLT & HOF observe career activities within all virtual tutor time platforms. Pupil voice demonstrates high motivation and understanding of next steps at all key stages | Time on Inset and during T&L trainings | Planned |

## Behaviour:
### behaviour, ethos and attitudes to learning, use of exclusions, attendance, bullying and discrimination

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| Summary from SEF: Improve attendance of students in all key categories, reduce incidents of low level disruption, high tariff incidents and peer on peer abuse. Students to demonstrate an improved attitude towards learning and a 'Thirst for Learning' | Success criteria: COVID factors allowing, overall attendance levels for all groups will rise compared to last year, and there will be a reduction of low level disruption, high tariff incidents and peer on peer abuse, when compared with last year. Learning walks and lesson observations will also display a greater 'Thirst for Learning' present in the students. School is well placed to achieve Good or Outstanding on OFSTED criteria of Behaviour and Attitudes. |

| | Objective | Actions, including CPD | Time Scale | Responsible | Milestones | Outcomes | Monitoring | Resources cost | Status |
|---|---|---|---|---|---|---|---|---|---|
| B1 | Increase attendance of all groups. Overall school, PP, VG & PA. | B1.1 Update attendance policy re percentages when Letter 1, 2, PAP, MAP, EWO referral occur to ensure | One year | CO | 29.09.20 New attendance procedures created, & approved by SLT. | Attendance increases to at least 94.5% = higher academic outcomes & reduction in workload / | CO Fortnightly attendance meetings with pastoral staff & EWO monitoring | EWO employed by school | Completed - New attendance procedures |

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| | | these actions occur earlier in the process. | | | | disruption for staff due to reduction in 'chasing' students and 'catching them up' for missed lessons. | attendance levels of all groups and referring to HoKS & EWO for appropriate intervention. | | created, approved and in place |
| | | B1.2 Earlier links with CMES & EWO for support with PA pupils. | See B1.1 | See B1.1 | See B1.1 | See B1.1 | See B1.1 | See B1.1 | Planned |
| | | B1.3 PAPs and MAPs to be used more vigorously within pastoral team to reduce the number of PA and school refusers. Where appropriate to include increased HERS referral provision at TOR school and increased ROBOT offers from Somerset / NHS. | See B1.1 | See B1.1 | See B1.1 | See B1.1 | See B1.1 | See B1.1 | Planned |
| B2 | Improve behaviour of students; Reduce low level disruption, exit room use, isolations & exclusions. | B2.1 Develop new COVID temporary behaviour management polices & deliver training to all teaching staff. Training to include guidance on reasons to exit & alternative strategies. | As long as COVID restrictions remain in place | CO | 02.09.20 Policies published & training delivered to staff. 28.09.20 Enhanced behaviour policy published in in place | Reduction in behavior issues of students (10% reduction from 2019/20), more engagement in education = higher academic outcomes, more pleasant teaching environment for all = higher staff morale = better teaching & learning. | CO weekly review of exit, isolation and exclusion figures, with data published to all pastoral staff. | Buy in from staff delivering to ensure done effectively. Time on Sept inset. | Completed - New behaviour & enhanced polices in place and training delivered |
| | | B2.2 One page 'Behaviour profiles' created for high tariff students & those on Enhanced Behaviour policy and shared with all staff. | One year | CO | 28.09.20 meetings with parent / carers on Enhanced behaviour policy includes writing Behaviour Profiles. | | CO to review all students on enhanced behaviour policy, reduction of behaviour sanctions, exits and isolations. Ensure Behaviour profiles are shared with all these students teaching staff. | Time for meetings and to monitor. | Completed - system in place for behaviour profiles to be done by JD for these students |
| | | B2.3 Develop closer links to other local schools for 'Internal Exclusions' & Managed Moves. | One year | CO | 24.09.20 CO attend first Mendip partnership and Wellbeing board. | Reduction in school exclusion figures( 10% reduction from 2019/20) allows students to get back on track without | CO to monitor exclusion figures weekly. | Time for meetings and to monitor. | Planned - first meeting attended, |

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| | | | | | | need for formal exclusion. | | | but no MM used yet. |
| | | B2.4 Enhance reintegration packages for students with multiple exit rooms, isolation or exclusion. | One year | CO | 12.10.20 Reintegration packages in place. | Enable students to reintegrate more fully back into the school to lead to a reduction in repeat exclusions, isolations or exits. | CO weekly review of exit, isolation and exclusion figures, with data published to all pastoral staff. | Time for meetings and to monitor. | Planned |
| | | B2.5 Enhance rewards systems & develop and embed new Character strengths. Stay on TRAK. | See B4 & P4 | See B4 & P4 | See B4 & P4 | Higher engagement in learning (Observed lessons show 10% rise from 2019/20) = Reduction in behavior issues = higher academic outcomes, more pleasant teaching environment for all = higher staff morale = better teaching & learning. | CO weekly review of exit, isolation and exclusion figures, with data published to all pastoral staff. | See B4 & P4 | Planned |
| B3 | Reduce incidents of bullying and peer on peer abuse. | B3.1 Develop and embed new Character strengths. Stay on TRAK | See P4 | See P4 | See P4 | Reduction in bullying amongst students, (10% less incidents compared to 2019/20), enhanced well-being and better engagement in community = improved mental health for students, reduction in behavior issues, less strain on pastoral team. . | See P4 | See P4 | Complted – TRAK created and being used by staff |
| | | B3.2 Appoint Well-being & Anti-bullying Lead to create Well-being & Anti-bullying mentors – An additional point of contact and support for students, can be face-to-face or virtual, linked to their Tutor Group, to focus on anti-bullying, alongside other aspects of their role. Also used as focus group to monitor issues amongst students. | One year | CO | 06.01.21 COVID allowing....Anti-bully ing lead appointed and action plan created to recruit WAB mentors. | | CO termly reviews of PARs logs related to Bullying and My Concern logs relating to Well Being. | Time on Inset 4 or 5 to introduce new concept / Training for WAB lead & mentors. / Cost for new posters promoting mentors work. Possible incentive for WAB lead. | Planned |
| | | B3.3 'Ditch the label' refresher for Yrs 8-11 in PSHE | 2 Terms | CO / SE / PJ | 03.11.20 Contact made with DTL team | Reduction in bullying amongst students, | CO termly reviews of PARs logs related to | Time to contact DTL | Planned |

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| | | & 6-week course for Yr 7 in PSHE. | | | & SOL in place for course. | enhanced well-being and improved mental health for students = reduction in behavior issues & less strain on pastoral team. | Bullying and My Concern logs relating to Well Being. | team and plan SOL | |
| B4 | Enhance rewards schemes within school to improve focus, behaviour & engagement. | B4.1 Enhance reward scheme in consultation with the School Council. Ensure students are being rewarded how they would want, subject to school approval. Will include increased use of mufti, for both group & individual awards. | 1 Year | CO | 16.11.20 CO met with school council regarding rewards. | Higher engagement in learning = Reduction in behavior issues (10% less than 2019/20) = higher academic outcomes, more pleasant teaching environment for all = higher staff morale = better teaching & learning. Increased attendance = higher academic outcomes & reduction in workload / disruption for staff due to reduction in 'chasing' students and 'catching them up' for missed lessons. | CO weekly review of exit, isolation and exclusion figures, with data published to all pastoral staff. CO Fortnightly attendance meetings with pastoral staff & EWO monitoring attendance levels of all groups | Finances to supplement reward scheme – trophies, prizes etc. | Planned |
| | | B4.2 Within termly reward assemblies include group awards focused on behaviour and attendance individual rewards for students demonstrating the new school values TRAK. | 1 Year | CO | 18.12.20 first termly reward assembly held | See B4.1 | See B4.1 | See B4.1 | Planned |
| | | B4.3 Enhance House competition. Rewards to count towards House Championship. | 1 year | CO | 11.01.21 Decision on new TG structure & House competition launched. | See B4.1 | See B4.1 | See B4.1 | Planned |
| B5 | Improve ethos of school and attitudes towards learning of students to develop a greater 'Thirst For Learning'. | B5.1 Enhance rewards systems focused on academic achievement and effort & Develop and embed new TRAK Character strengths. | See B4.1 & P4 | See B4.1 & P4 | See B4.1 & P4 | See B4.1 & P4 | See B4.1 & P4 | See B4.1 & P4 | Planned |

# SCHOOL IMPROVEMENT PLAN 2020 - 2021

## Personal Development:

British Values, equalities, inclusion, character development, confidence and resilience, keeping safe, keeping healthy, healthy relationships, transition to the next stage, careers education.

| Summary from SEF: Enhance provision of activities and experiences that lead to greater development of students' character, SMSC, wellbeing, understanding of British Values and next steps on their learning journey. | | | | | Success criteria: All interventions and learning experiences in place leading to greater personal development, awareness of the wider world including SMSC, wellbeing, British Values and their next steps on their learning journey. School is well placed to achieve Good or Outstanding on OFSTED criteria of Personal Development. | | | | |
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| | Objective | Actions, including CPD | Time Scale | Responsible | Milestones | Outcomes | Monitoring | Resources cost | Status |
| P1 | Respond to Coronavirus & new KCSIE 2020 guidance by ensuring MH and wellbeing of students is addressed. | P1.1 MH health lesson to specifically address COVID-19 and the lockdown created an in place for all teachers to deliver. | By 07/09/20 | CO | 07.09.20 MH lesson created & delivered to all students. 5/1/21 Student mental health survey 4/5/21 Student mental health survey | Mental Health of students addressed and safeguarded. School is following new guidance in KCSIE 2020 including Safeguarding practice relating to Coronavirus. Mental Health issues related to Covid-19 reduce by 25% from September to December 2020. | CO MH lesson created, shared with staff and has been delivered to all students. Any MH / CP issues arising from lessons have been addressed. Review of mental health issues in Dec to ascertain reduction. | Time on Inset to train staff for delivery. | Completed - MH lesson created and delivered to all students |
| | | P1.2 Systems in place to address MH and wellbeing of students and staff, including regular MH updates for students, parent/carers and staff, assemblies, and sessions in tutor. All students, parents / carers, | 1 year | CO | 16.09.20 MH support shared with all stakeholders, assemblies and tutor activities being delivered virtually. | Mental Health of students addressed and safeguarded. Reduction of student absence and behavior issues leading to higher academic outcomes. (20% reduction in behaviour issues form 2019/20) | CO - MH support available shared with all key stakeholders, assembly rota complete and tutor activities beginning to be delivered virtually. | SLT establish school culture conducive to wellbeing | Completed - MH lesson / assembly shared with all students. Resources available |

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| | | staff signposted towards available support. | | | | . | CO weekly review of exit, isolation and exclusion figures. CO Fortnightly attendance meetings with pastoral staff & EWO monitoring attendance levels of all groups. CO termly reviews of My Concern logs relating to Well Being. | | on google classroom. MH resources sent to parents 21/10/20 |
| | | P1.3 Implement SHARE scheme resources already acquired by the school for PSHE, Tutor time and assemblies. | 1 year | PJ / SE | 03.11.20 Plan in place for delivery of SHARE resources in PSHE, tutor time and assemblies. | | CO - resources are in place and being delivered. CO weekly review of exit, isolation and exclusion figures. CO Fortnightly attendance meetings with pastoral staff & EWO monitoring attendance levels of all groups. CO termly reviews of My Concern logs relating to Well Being. | Time to implement resources in appropriate programmes. | Planned |
| | | P1.4 New 'Well-being & Anti-bullying mentor' programme established. | See B3.2 | See B3.2 | See B3.2 | See B3.2 | See B3.2 | See B3.2 | Planned |
| P2 | Increase of pastoral support and suite of interventions available to students. | P2.1 Further develop relationships with professional agencies in Somerset, increase incidents of 'Resolving Professional Differences' when referrals are not acted on. All SEND policies reviewed to ascertain gaps or improvements for school's provision. | 1 year | CO / LMB / WL | 03.11.20 All SEND policies reviewed. DSL & EHA helpline utilised & DSL training completed. | SEND students & families needs addressed. Mental Health of students addressed and safeguarded. Reduction in SEND student absence (by 2%) and behavior issues (by 10%)leading to higher academic outcomes. | CO/ LMB -SEND policies are robust and being enacted. CO weekly review of exit, isolation and exclusion figures. CO Fortnightly attendance meetings with pastoral staff & EWO monitoring attendance levels of all groups. | Time to implement and monitor. | Planned |

# SCHOOL IMPROVEMENT PLAN 2020 - 2021

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| | | P2.2 Create new internal support programmes by key staff undertaking free online training. | 1 year | CO / SE / PJ / HC / JD / WI / LB / KH / LP | 09.11.20 all allocated staff have selected 1 online course and registered. | Students & families needs addressed. Mental Health of students addressed and safeguarded. Reduction in student absence (by 2%) and behavior issues (by 10%) leading to higher academic outcomes. | CO key staff have courses booked. CO weekly review of exit, isolation and exclusion figures. CO Fortnightly attendance meetings with pastoral staff & EWO monitoring attendance levels of all groups. | Buy in from staff delivering to ensure done effectively Overview by CO to ensure appropriate time available. | Planned |
| | | P2.3 Tighten procedures regarding use of the inclusion room. Now by appointment only, clarity to staff regarding procedures structure, offer & the students accessing. | 1 year | CO | 03.11.20 Referral form in place for Inclusion interventions & staff informed. | Students no longer are simply sent to the Inclusion room by staff, and effective interventions are taking place. (Interventions show improvement on intervention tracker for 90% of students) | CO created referral form and delivered training to staff. CO review work and outcomes of targeted intervention work. | Time on Inset 3. | Planned |
| | | P2.4 Increase online & hardcopy resources in Inclusion room, both pastoral and academic, to enable more to be done by students independently, parents, pastoral team and tutors. | 1 year | CO / LP / HOF | 09.11.20 Intervention booklets for each subject created / updated and in place. | More independent intervention taking place, freeing up JD to undertake more targeted interventions. 20% rise in students receiving intervention from JD. | CO - resources are available and being used. CO review work and outcomes of targeted intervention work. | Time on Inset 3, LP & HOF to assist in ensuring staff create resources. | Planned |
| | | P2.5 Enhance tracking of outcomes for students who access support. Increase student, carer & staff voice on provision for students & implement changes. | 1 year | CO | 03.11.20 Tracking system in place and being used. 06.01.21 First online survey on Inclusion work delivered and results analysed. | Effective interventions are taking place and results can be shown. Interventions can be improved through use of online surveys . | CO termly analysis of interventions tracking system. 3 x per year, online surveys to all key stakeholders delivered and results analysed. | Time to implement, analyze and monitor. | Planned |
| P3 | Increase student well-being and community engagement. | P3.1 Appoint Well-being & Anti-bullying Lead to create Well-being & Anti-bullying mentors – An additional point of contact and support for students, can be face-to-face or virtual, linked | See B3.2 | See B3.2 | See B3.2 | See B3.2 | See B3.2 | See B3.2 | Planned |

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| | | to their Tutor Group, to focus on anti-bullying, but also well-being, community, environment, healthy schools. Use as focus group to monitor issues amongst students. | | | | | | |
| | | P3.2 MH & wellbeing of students addressed | See B3.2, B3.3, P1, P2 & P4 | See B3.2, B3.3, P1, P2 & P4 | See B3.2, B3.3, P1, P2 & P4 | See B3.2, B3.3, P1, P2 & P4 | See B3.2, B3.3, P1, P2 & P4 | See B3.2, B3.3, P1, P2 & P4 | Planned |
| | | P3.3 Develop weekly community days, and big-termly charity events, to be run by the school council. | 1 year | CO | 11.01.21 COVID allowing rota for community days & charity events created. | Students are more engaged in school community and charity events, leading to increased well-being, attendance and reduction in behaviour incidents.(10% reduction in behaviour incidents compared to 2019/20) | CO weekly review of exit, isolation, exclusion figures & MyConcern wellbeing logs. CO Fortnightly attendance meetings monitoring attendance levels of all groups. | Time to prepare and implement. Possible time off TT for some students engaged with community / charity work. | Planned |
| P4 | Enhance Personal Development through creation of new school Character Strengths. | P4.1 Development and promotion of new School Character strengths. TRAK. Introduction to staff and students. | 1 year | CO | 11.09.20 School Values promoted to all staff & students. | Students are given the opportunity to reflect on their own Personal Development and how the School Values could be applied in their own lives. | CO - Values are created, training given to staff and assembly delivered to students. Learning Walks demonstrate students discussing and reflecting on these values. | Time on Inset 2 | Completed - TRAK values decided and presented to all staff and students. |
| | | P4.2 Competition created to design posters for new school character strengths. | 1 year | CO | 11.09.20 Competition promoted to students. 06.01.21 Posters are created and displayed. | Posters are created and displayed throughout the school further encouraging TRAK Values to be incorporated into all aspects of school and student's lives. | CO - Values are created, training given to staff, assembly delivered to students, competition promoted through tutor time and posters completed and displayed around school. Learning Walks demonstrate students | Finance for posters | Completed - competition promoted to students  Planned |

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| | | | | | | discussing and reflecting on these values. | | |
| | | P4.3 All assemblies throughout the year to reference the character strengths, and embed as far as possible into the tutor programme and academic curriculum. | 1 year | CO / Pastoral Team / LP / HoF | 11.09.20 Tutor programme and assembly rota training given to include TRAK values. 06.01.21 Curriculum plans and SOL reflect TRAK values where appropriate. | Students are given the opportunity to reflect on their own Personal Development and how the School Values could be applied in their own lives. (At least 85% of students feel the schools values of TRAK are part of school life - student survey) | CO - Values are created, training given to staff on incorporation into all aspects of school life. LP - Curriculum plans and SOL reflect TRAK values where appropriate & Learning walks and observations show TRAK values being explored. | Time during INSET | <mark style="background:lime">Completed - all assembles have TRAK present</mark> <mark style="background:yellow">Planned</mark> |
| P5 | Enhance scope of House system and School Council to provide better pupil engagement in the community and increase pupils' sense of ownership. | P5.1 Enhance House ethos with re-launch of Houses, including a development of House identity. Share with all staff & students plan for increasing Houses over coming years. | 1 year | CO | 18.01.21 Decision on new TG structure & House identities relaunched. | Enhancement of student character, leading to reduction in behavior issues (by 10%). Higher engagement in community, leading to Increased attendance (2%), and higher academic outcomes. | CO weekly review of exit, isolation, exclusion figures & MyConcern wellbeing logs. CO Fortnightly attendance meetings monitoring attendance levels of all groups. | Time to review House structure, develop new groups and develop identity. | <mark style="background:yellow">Planned</mark> |
| | | P5.2 Encourage competition between Houses by introducing House championship Appoint honorary role for a key LEAD tutor in each House as a 'House Head' – figurehead. | 1 year | CO | 18.01.21Decision on new TG structure & 'House Head' figure appointed & competition launched. | | CO weekly review of exit, isolation, exclusion figures & MyConcern wellbeing logs. CO Fortnightly attendance meetings monitoring attendance levels of all groups. | Finances to supplement reward scheme – trophies, prizes etc. | <mark style="background:yellow">Planned</mark> |
| | | P5.3 Increase Kudos & presence of School by involving them in development of new rewards system, delivering assemblies, increased responsibility for House championship & development of student voice system at tutor group and key stage level to feed into the school council Increase use of social media to promote this work. | 1 year | CO / LMB | 25.01.21 School council aware of new roles & use of school social media to promote school causes. | | CO weekly review of exit, isolation, exclusion figures & MyConcern wellbeing logs. CO Fortnightly attendance meetings monitoring attendance levels of all groups. | Finances to supplement reward scheme – trophies, prizes etc. | <mark style="background:yellow">Planned</mark> |

# SCHOOL IMPROVEMENT PLAN 2020 - 2021

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| | | P5.4 Develop weekly of community days, and big-termly charity events, to be run by the school council. | See P3.3 | See P3.3 | See P3.3 | See P3.3 | See P3.3 | See P3.3 | Planned |
| P6 | Enhance personal development through updated tutor time and assemblies programme. | P6.1 Improve personal tutoring. – CPD on personal tutoring, with professional agencies such as OTR on listening support and using referrals to inclusion room via HoKS. | 1 year | CO | | 19.01.21 Training delivered to staff on Personal Tutoring. | Students are better supported with any personal difficulties they are struggling with and referred to appropriate support more quickly. | CO training has been delivered and resources exist to help all tutors mentor effectively. PARs logs demonstrate effective mentoring occurring. | CPD for staff on INSET 4 or 5. | Planned |
| | | P6.2 Develop TRAK via tutor time; thought of the week, inter house challenges, reflection journals. | 1 year | CO | | 21.09.20 Virtual tutoring resources on google classrooms. | Students are given the opportunity to reflect on their own Personal Development and how the School Values could be applied in their own lives. | CO resources have been uploaded to all google classrooms with challenges for students. Learning walks demonstrate students discussing and reflecting on School Values. | Time to develop resources. | Completed - Virtual tutor resources placed on google classrooms weekly |
| | | P6.3 Specific assemblies on TRAK values & all assemblies linked to school TRAK values. Ensure all assemblies have follow up activity for tutor time. | See P4.3 | See P4.3 | | See P4.3 | See P4.3 | See P4.3 | See P4.3 | Completed - all assembles have TRAK present |
| | | P6.4 Creation of SOL & non-negotiables for tutor time, including tutors promoting new 'School Values' TRAK, 'House ethos', and 'Community Days' | 1 year | CO | | 06.01.21 Tutor time SOL (Covid allowing). | Enhancement of student character, leading to reduction in behavior issues (10%) Higher engagement in community, leading to Increased attendance(2%), and higher academic outcomes. | CO weekly review of exit, isolation, exclusion figures & MyConcern wellbeing logs. CO Fortnightly attendance meetings monitoring attendance levels of all groups. SLT / pastoral learning walks show all non-negotiables evident in tutor time. | | Planned |
| P7 | Enhance provision of PSHE, SMSC, British Values, Character development & | P7.1 KS3 PSHE – new SOL & resources from NHS. KS4 PSHE now embedded into | 1 year | CO / SE / PJ | | 07.09.20 All SOL available and shared with PSHE teachers. | Increased development of student character, leading to lower | All SOL available and shared with PSHE teachers. System for | Time during INSET 2 | Completed - all PSHE SOL in |

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| | Healthy Schools to achieve outstanding personal development. | new PB / PSHE NHS non-examined course. System set up to ensure effective resource sharing between St Dun's & NHS. | | | | behaviour incidents(10% lower), improved attendance(by 2%) and wellbeing. | sharing resources in place. Monitoring of behaviour and well being logs weekly. | | place and staff using |
| | | P7.2 Incorporate new statutory RSE & HE into PSHE SOL. PSHE intro lesson each year group, always include consultation for kids, teacher tailor teaching to class need. Parent consultation on RSE & HE completed. | 1 year | CO / SE / PJ | 14.09.20 All SOL contain statutory content on RSE & HE. Pupil and parent consultation completed. | Increased student / parent voice & consultation, leading to increased buy in. Ensure we complete new statutory responsibility on RSE & HE, as well as new KCSIE standard. | CO / PJ / SE Monitoring SOL and parent consultation. Book looks show Pupil consultation completed. | Time to implement and monitor. | Completed - all PSHE SOL in place and staff using. Parent & pupil consultation complete. |
| | | P7.3 Ensure we undertake SHUE survey. | 1 year | CO | 14.09.20 CO contact SGU to put in touch with SHUE survey leader. | Increased data to analyse habits of students in our school to further tailor PSHE resources and interventions and assemblies. | CO SHUE survey undertaken, results analysed, necessary interventions and action plans enacted in all appropriate areas. | Time in PSHE lessons and use of computer rooms for undertaking survey. | Planned |
| | | P7.4 PSHE training for SE & PJ. SGU to deliver training to PSHE staff (one off basis). | 1 year | CO | 16.11.20 - Training with SGU organised for all PSHE staff.. | Staff better prepared to deliver effective PSHE and resources enhanced. Feedback from staff teaching PSHE is at least 90% positive | SLT learning walks show effective PSHE learning taking place. Good or outstanding practice in all lessons. | Time for SGU to deliver training to staff, finances to provide CPD for PJ & SE. | Planned |
| | | P7.5 Tutor time SOL to include SMSC, British Values, Character development & Healthy Schools where appropriate. | See P6.4 | See P6.4 | See P6.4 | See P6.4 | See P6.4 | See P6.4 | Planned |
| P8 | Enhance careers provision to ensure all students are informed of all available pathways, and increase engagement in learning and aspiration. | P8.1 PSHE now deliver bulk of careers programme, mainly embedded into new KS4 PB / PSHE NHS non-examined course. Use of Career Pilot to deliver significant portions of content. | 1 year | PJ / SE / CO | 05.10.20 New SOL for PSHE in place, including SOL for Career Pilot lessons. | Increased motivation and aspiration of students, leading to greater thirst for learning, in line with school value of TRUTH, lower behaviour issues | CO / PJ SOL in place and bi-annual review with Careers and Enterprise agency show school on track to achieve 100% on Gatsby benchmarks. Use of Compass + to evaluate | Career Pilot Triage tool = £249 one off payment. - Training for CO, PJ & CA in use of tool. Compass + | Planned |

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| | | | | | | and increased attendance. Ensure there are no NEETs and that students have high aspirations. School well placed to achieve 100% on all 8 Gatsby Benchmarks. | progress against Gatsby benchmarks 2 x per year. | | |
| | | P8.2 Update info on website, to be the St Dun's version, not generic MAT verson – focus on staff guidance, parents & **employers.** | 1 year | PJ / CO | 12.10.20 Information updated on website | All relevant stakeholders have access to appropriate careers information. | CO / PJ information is correct, up to date and listed on website. Pupil voice surveys show high levels of understanding of next steps. | Time to implement and monitor. | Planned |
| | | P8.3 Every newsletter includes careers section. | 1 year | PJ / LMB / CO | 12.10.20 newsletter sent out with Careers section present, including Hot Jobs section. | Increased motivation and aspiration of students, leading to greater thirst for learning, in line with school value of TRUTH. | CO / LMB newsletters contain careers engaging sections. Learning walks show good or outstanding Thirst for learning in all lessons. | Time to implement and monitor. HotJobs section of career pilot. | Planned |
| | | P8.4 Gatsby 4 – Each faculty needs Careers lead, to either implement a collapsed TT day or 1 lesson per term, and job profiles for plenary for lessons. Ensure staff are aware of benefits of careers education. | 1 year | PJ / CO / LP / HoF | 11.01.21 Careers leads appointed, plans in place for careers plenaries & subject career activities. Staff training undertaken. | Greater engagement in subjects from previously disaffected students. As above.<br><br>Learning walks show good or outstanding Thirst for learning in all lessons.<br><br>Pupil voice shows positive experiecne of WEX from at least 80% of students | PJ / CO / LP / HoF careers lead has been appointed, resources exist to teach students about careers connected to their subjects, SOL reflect career plenaries and learning walks show these evident in lessons. Learning walks show good or outstanding Thirst for learning in all lessons and amongst all student groups. | Time on Inset 4 or 5. LP to ensure buy in from faculty leads. Resources on CEC & career pilot/ Use of job profiles for plenary for lessons / Student working group to work on plenaries. | Planned |
| | | P8.5 Gatsby 6 implemented effectively for current Yr 10's and if possible allow current Year 11's to also benefit to make up what they missed. | 1 year | PJ / CO | 12.01.21 Action plan completed on actual or virtual WEX. | | PJ / CO some form of WEX undertaken, physical or Virtual for all Year 10's and ideally Yr 11's also. | Time to investigate and implement the | Planned |

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| | | | | | | | best plan of action. | |
| | P8.6 Gatsby 7 – Enhance trips to different types of colleges and Universities for current Year 10's and 11's.. | 1 year | PJ / CO | 12.01.21 Action plan completed on actual or virtual further education visits. | | PJ / CO some form of further and Higher education visits undertaken, physical or Virtual for all Year 10's and Yr 11's. Pupil voice shows positive experience of visits from at least 80% of students. | Time to investigate and implement the best plan of action. | Planned |
| | P8.7 Gatsby 8 – All Yr 11 appointment with careers advisor, new career pilot triage tool to enhance this. | 1 year | PJ / CO | 04.11.20 Career pilot Triage tool purchased and CA trained in use. TT for careers Interviews in place. | Greater engagement in subjects from previously disaffected students. As above. | PJ / CO Triage tool purchased. Effective careers guidance delivered to all Yr 11's, Triage tool used to track effectiveness. | Career Pilot Triage tool = £249 one off payment. - Training for CO, PJ & CA. | Completed - Tool purchased & training done. TT in place. |

## Governance

The governing board provides strategic leadership and accountability in schools. Overseeing the financial performance of the school and making sure its money is well spent. Holding the headteacher to account for the educational performance of the school and its pupils. Ensuring clarity of vision, ethos and strategic direction.

| Summary from SEF: Whilst governance has been consistently strong, recently there have been significant changes in governance as governor terms come to an end. Governor training is a priority, and sharing experience amongst new governors is important. | Success criteria going forward: Governors know the school well, understand the progress the school is making and its areas for development. Governors stringently hold the school to account for all aspects of school performance and spending, ensuring outcomes are improving. |
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| | Objective | Actions, including CPD | Time Scale | Responsible | Milestones | Outcomes | Monitoring | Resources cost | Status |
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# SCHOOL IMPROVEMENT PLAN 2020 - 2021

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| **G1** | G1 Governors have clear and concise roles and responsibilities | G1.1 All governors have clear roles and responsibilities across the school. | All year | KQ - Chair of Governors | 29/9/20 -Roles and responsibilities reviewed at Head and Chair agenda setting meeting. | All governors have specific roles and responsibilities, understand them and actively seek to ensure this area of the school is scrutinised | LGB meetings Chair to ensure all members have specific roles and responsibilities | | Roles and responsibilities addressed each time membership changes |
| | | G1.2 Governors scrutinise the headteachers report, with attention to their area of responsibility and prepare questions for governors' meetings. | Ongoing | KQ - Chair of Governors | 1 week prior to each meeting Headteacher report available prior to LGB meeting | Governors hold senior leaders stringently to account for all aspects of the school's performance in line with national expectations | LGB meetings Trustees view all minutes of LGB meetings | | Heads report published at least 1 week prior to meetings. Minutes show governor scrutiny and questions. |
| **G2** | G2 All new governors to complete a governor induction | G2.1 KQ Chair of Governors and ST Clerk to governors to ensure new governors complete a fully governor induction. | | KQ – Chair of Governors. ST - Clerk to Governors | 1/11/20 KQ to review governor's knowledge through a skills scan and arrange for information to be made available to governors requiring it. | Governors feel confident in their role and empowered to make strategic and impactful decisions to ensure good outcomes for the children within the school. All governors have completed induction and are aware of their responsibilities. | LGB meetings | | Governors asked to complete Skill Scan |
| **G3** | G3 Governors attend meetings regularly. | G3.1 Governors failing to attend meetings regularly will be approached by the Chair of Governors to establish if there is a barrier. | | KQ – Chair of Governors | Every meeting - Governors year to date, attendance tally updated on LGB minutes. Chair to raise lack of attendance issues as appropriate | Governors are fully kept informed of the current position of the school. Attendance is above 80% at governor meetings across the year. | LGB meetings | | Planned |
| **G4** | G4 Governors are aware of what is going on within school particularly with | G4.1 Governors to review 2020 exam results with the headteacher and establish | | All | 28/9/20 Headteacher to share Initial exam data with LGB | Governors understand how the school compares with national and local results. | LGB meeting | | 2020 exam results reviewed and focus |

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| | respect to their specific areas of responsibility | focus monitoring areas for the new year. | | | No ASP available in 2020 | Governors have a clear area of focus for the new year. | | | <span style="background-color:#00FF00">areas discussed</span> |
| | | G4.2 Governors to review latest Ofsted inspection report or independent reviews to establish focus monitoring areas for the new year. | | All | Headteacher to send reports to governors as soon as it becomes available. Governors to discuss with the Headteacher at next governor meeting. | Governors confirm that the areas requiring improvement match the school improvement plan. | LGB meeting | | <span style="background-color:#00FF00">Governors have received a full action plan and response following internal policy review.</span> |
| | | G4.3 Governor's conduct visits to their link departments at least 3 times a year and report back to LGB | | KQ – Chair of Governors | 5/12/20 - Key areas of concern/focus have had visits from governors 19/03/2021 - All governors have made visit to their specific area of responsibility and reported back to LGB | Governors have a good understanding of the key priorities and the work being done to address them for their areas of responsibility | Feedback to LGB in meetings. KQ to ensure all governors make visits as planned | Governor's conduct visits to their link departments regularly and report back to LGB | <span style="background-color:#FF00FF">Planned</span> |
| G5 | G5 Governors hold the school to account for the effectiveness of spending eg. Catch up 7, pupil premium etc | G5.1 2019/2020 Catch up 7 and PP outcome compared to targets evaluations to be shared with governors. | | KH - Headteacher | 28/9/20 - Catch up 7 impact/outcome evaluation completed & shared with LGB 28/9/20 - PP impact/outcome evaluation is completed & shared with LGB | The impact of catch up 7, and pupil premium funding is clear, measured and informs future spending to increase impact. | CEO works with KH to ensure best practice is in place. | | <span style="background-color:#FF00FF">Planned</span> |
| | | G5.2 2020/21 Catch up 7 and Pupil Premium. Detailed spending plan and targeted outcomes to be shared with governors for scrutiny and approval | | KH - Headteacher | 28/9/20 Governors scrutinise spending plan for Catch up 7 and PP and use last year's outcomes as a | | | | |

# SCHOOL IMPROVEMENT PLAN 2020 - 2021

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| | | | | success criteria before approval. | | | | |
| G6 | G6 Chair of governors works with other Chairs across the MAT to share good practice | G6.1 Chair of Governors attends partnership LGB Chair meetings, feeding back to the LGB. | As per calendar | KQ - Chair of Governors | Each meeting is attended, with relevant information and practice fed back to relevant parties immediately | Chair of Governors works with other Chairs to ensure best practice of governance. | CEO to monitor actions of LGB and report to trustees. | | Planned |
| G7 | G7 All Governors attend governor training events when relevant. | G7.1 KH (Headteacher), ST (Clerk to the governors) or SCR (PA to the trust) will alert the Chair of Governors to any required training opportunities. | Whenever training is needed or available. | KH – Headteacher ST - Clerk to Governors SCR - Trust Clerk KQ - Chair of Governors | All governors receive the relevant training they require to fulfill their roles There is an accurate record of the training they receive | Governors receive constant up to date training for their roles to ensure they can perform their roles effectively. | Trustees check records of training, roles and minutes of meetings | | Planned |
| | | G7.2 KQ to review governor training log prepared by clerk to ensure all governors receive relevant training for their roles. | Ongoing | KQ - Chair of governors | | As above | Review prior to each LGB meeting | | |
| G8 | G8 Governor to ensure there is a good succession plan in place and skilled governor recruitment is ongoing. | G8.1 KQ to ensure a Chair of governor's succession plan is in place. All governors to actively recruit new skilled governors. | ongoing | KQ - Chair of governors | Deputy Chair of governors to be in place. All governors to actively recruit new governors | Succession plan in place for next chair and enough governors at all meetings | | | 2 additional governors recruited. |
| G9 | G9 Governors scrutinise their current practice and look for improvements to ensure excellence in governance | G9.1 Governors research best practice for governance | Ongoing | KQ - Chair of Governors | Best practice governance is shared during termly MAT Chairs meetings. | Chair of Governors works with other Chairs to ensure best practice of governance. | | | Planned |

## Leadership and Management:

# SCHOOL IMPROVEMENT PLAN 2020 - 2021

| Culture of safeguarding, monitoring responsibilities, staff CPD, consistency of practice, parents and community, staff wellbeing, use of pupil premium, governance, staff workload, staff wellbeing | |
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| **Summary from SEF:**<br>Developing proactive leadership with a solution focus remains a priority. Giving staff opportunities to lead and to develop leadership skills requires further development. Safeguarding practices are being updated to further improve practice - especially around Covid-19. | **Success criteria:**<br>CPD is focussed on individual need and time is given for staff to develop their own practice and subject specialism.<br><br>Leaders have considered and actively taken steps to reduce workload<br><br>Leaders hold staff to account to ensure that their professional development is highly effective and it translates into improvements in teaching of the curriculum<br><br>Staff have a culture of self reflection and development, where staff can receive support, coaching or mentoring when they need it<br><br>Staff regularly share good practice and try out new ideas. Staff teaching second subjects deliver good lessons in over 85% of lessons observe |

| | Objective | Actions, including CPD | Time Scale | Responsible | Milestones | Outcomes | Monitoring | Resources cost | Status |
|---|---|---|---|---|---|---|---|---|---|
| L1 | L1 Further develop leadership at all levels | L1.1 Those staff aspiring to be middle leaders complete NPQML training | July 2020 | KH | 18/9/20 - All middle leaders and aspiring middle leaders are considered for NPQML | Leadership training ensures leaders possess the skills and knowledge to lead their area of responsibility effectively. 100% of staff taking NPQ courses successfully complete the course. | Delegate lists | Time | All middle leaders have already done this or are involved. |
| | | L1.2 Those staff aspiring to be senior leaders complete the NPQSL training | July 2020 | KH | 18/9/20 - All aspiring senior leaders are considered for NPQSL | | Delegate lists | | All eligible staff considered, too soon for some. |
| | | L1.3 All heads of faculty involve teachers in leading areas of responsibility to develop leadership skills | All year | HOF | 1/10/20 - KH to remind all HOF's involve teachers in the leadership of their areas to develop opportunities for leadership | Staff are given the opportunity to lead and make an impact in their team. Staff survey reports over 90% of staff feel involved in the leadership of the school. | Minutes | | Middle Leaders have considered how to empower and give leadership opportunities |

# SCHOOL IMPROVEMENT PLAN 2020 - 2021

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| L2 | L2 Develop leadership and a proactive problem solving culture | L2.1 All staff complete their own CPD programme developing their practice - this is linked to appraisal (Continued or redesigned following lockdown) | All year | KH | 1/10/20 - Staff informed of CPD programme for year<br>30/10/20 - Appraisal meetings used to set CPD research and development focus<br>Last week of term 2,3,4,5 - Updates to appraisers on progress with CPD project<br>1/7/21 - Report submitted to appraiser to state progress and impact of CPD programme<br>30/10/21 - Appraisal considers effectiveness and impact of CPD time and agree next CPD need. | Every member of teaching staff agrees their individual need for development with their appraiser. They use their 6 hours of CPD time to research, develop and improve their teaching and learning. This has a direct impact on their teaching and outcomes, Lesson observations show 90% of teachers have improved the aspect of teaching and learning they have been developing. | Appraisals<br><br>Line Management Notes<br><br>Impact evaluations in term 6 | CPD time from Festival Inset days<br><br>Cover of observations or visits | Unclear if CPD time will be available yet due to Covid. Targets set at appraisal to address T&L improvement. |
| | | L2.2 Line management, action planning and FIP's focus on solutions and problem solving | All year | KH | 21/10/20 - Subject leader handbooks show focused line management meetings that are solution focussed<br>21/10/20 - Pastoral leader handbook show focused line management<br>1/11/20 - All Faculty improvement plans contain solution focussed actions | Leaders are reflective and have a proactive solution focussed problem solving culture. There is a can-do attitude to problems. There is a 30% reduction in problems passed to SLT, these are replaced by possible solutions. | Line Management - KH to receive termly notes of line management notes | | Subject/ Pastoral leader line management documents used by SLT<br><br>FIP's due for completion |
| L3 | L3 Improve accountability and active improvement for outcomes and impact | L3.1 All line managers are trained in how to hold their staff to account for the impact of their outcomes | December 2020 | KH | 13/10/20 - Leaders receive update training on holding staff to account prior to appraisal | Leaders hold staff to account and are accountable themselves for impact of actions and outcomes | | | Reminder sent to HOF's. Additional training for Middle Leaders later in the year |
| L4 | L4 to create a whole school wellbeing project around physical and mental wellbeing which reduces absence and increases | L4.1 Respond to Coronavirus & new KCSIE 2020 guidance by ensuring MH and wellbeing of students is addressed. | One year | CO | See P1, P2 & P3 | See P1, P2 & P3 | See P1, P2 & P3 | See P1, P2 & P3 | Planned |

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| | resilience and improves students happiness. | L4.2 Investigate where SHARE resources can most effectively be implemented into schools programmes, including tutor time, PSHE, and assemblies. | One year | PJ / SE / CO | See P1.3 | See P1.3 | See P1.3 | See P1.3 | <mark>Planned</mark> |
| L5 | L5 CPD focus on reducing workload whilst focussing on effectiveness | L5.1 Assessments and assessment towers embedded across trust, leading to high quality assessment and feedback whilst reducing workload | All year | LP | 9/11/20 - Audit of assessment across all subjects to ascertain level of collaboration across MAT 17/11/20- Subjects issue assessment grids from towers for each Y7 topic being taught. 4/1/21 - all KS3 topics to have assessment towers stuck in books at the beginning of each topic. | .Audit will determine to what extent each subject is using assessment which is embedded across the trust. Each topic delivered at KS3 will have an assessment tower which pupils will stick into their books and use for reference of progress. | Monitoring of Audit Work scrutiny will establish if assessment towers are being used to monitor pupil progress | Time and printing | <mark>Planned</mark> |
| | | L5.2 MAT similarities leads to collaborative planning, resources and assessment. Subject leaders are supported across the trust through virtual meeting platforms. | All year | Subject leads / AWI | 1/9/20- MAT calendar is aligned to allow for greater collaboration between subjects across the trust As calendared - regular meetings to collaborate and develop resources and planning to reduce workload 5/11/20 Use of virtual meetings has enabled greater collaboration in all subjects - particularly around using assessment towers | All teachers are able to share the development of planning, assessments and resources for their subject, this reduces workload | Minutes of meetings Staff voice | Meetings and transport | <mark>Planned</mark> |

# SCHOOL IMPROVEMENT PLAN 2020 - 2021

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| L6 | L6 CPD requirements informed by appraisal | L6.1 Appraisal documents inform whole school CPD needs, along with observation and feedback from staff | November | KH | 1/11/20 - Appraisal documentation completed 1/12/20 - CPD priorities identified 1/1/21 - CPD for rest of year is arranged, calendared and shared with staff | CPD is based on the needs emerging from appraisal, lesson observations and feedback from staff. It is pertinent to the development of all staff and in line with school priorities | Minutes Appraisal documents Staff voice | Visiting speaker? | Planned |
| L7 | L7 Enhance status of safeguarding, accuracy of reporting & recording procedures & analysis of CP concerns. | L7.1 Buy MyConcern software, link to IT systems & Scan & upload all current student CP files. | By 04/09/20 | CO | 04.09.20 - My Concern installed and linked to SIMs. All current student CP files uploaded to My Concern. | Accurate recording keeping in line with *new* KCSIE guidance & OFSTED recommendations. Online storage for remote access. | CO - System installed, linked to SIMS and files uploaded. | £960 p/a | Completed - Software bought, linked with SIM. ALI CP files uploaded. |
| | | L7.2 Training for all staff, to include use of My Concern and new KCSIE 2020 updates. | By 07/09/20 | CO | 07.09.20 - Training delivered, all staff have My Concern account, updates and sign off system in place. | Complete clarity regarding how to report CP concerns. Safeguarding training and updates ensure statutory aspects of KCSIE met. Online storage for remote access. | CO - training delivered, all staff have set up a My Concern account, and regular updates and sign off system in place. CO weekly monitoring of sign off status. | INSET time | Completed- training delivered, staff have accounts and system in use. |
| | | L7.3 CP analysis undertaken using My Concern software and appropriate interventions / actions taken based on results. | 1 year | CO | 08.12.20 My Concern Unit 9 training undertaken by all DSL's. Analysis and action plan created. | Ability to analyse CP issues in depth, and respond more accurately to student needs. Respond to school wide issues with pastoral care, tutor programme and PSHE. Quicker identification of issue leading to more early help, reduction in absences and behavior | CO - My Concern Unit 9 training undertaken by all DSL level staff & analysis and action plan draw up. CO weekly review of exit, isolation, exclusion figures & MyConcern wellbeing logs. CO Fortnightly attendance meetings | Pastoral team meeting time. | Planned |

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| | | L7.4 Regular 'hot topics' are shared with staff weekly, to address specific local issues, to keep them up to date with a broad range of safeguarding issues. | 1 year | CO | 21.10.20 First Safeguarding update is shared with staff. | Staff are kept up to date with best practice and current issues surrounding safeguarding. | CO - Staff are regularly updated on safeguarding issues and sign offs are completed. | Time to compile and disseminate. | Planned |
| L8 | L8 Staff teaching second subjects receive additional support and training to ensure students make good progress | L8.1 liaise with HoFs and teachers to ascertain what support is being put in place for non specialists and what, if anything, needs to be done in addition | 1 year | LMB | 21.10.2020 all HoFs have shared support in place | SLT will be aware of support, non specialists will have clear idea of what is to be covered and resources will have been provided | Plans and resources seen from HoFs - notes of any meetings also provided | Time to meet with HoFs | Planned |
| | | | | | 16.11.2020 all non specialists have given feedback as to how they feel about subject and if they need any further support | Any further needs will be identified | Notes from meeting with teachers | Time to create and collate feedback sheets | |
| | | | | | 23.11.2020 CPD requests received and actioned | Further training/support will be provided where necessary | CPD evaluation as appropriate | Time and cost for CPD/cover | |
| | | | | | 20.12.2020 all non specialists will have had drop in to second subject and chance to discuss any concerns | Further identification of needs carried out | Drop ins and notes from any discussion | Time for drop ins and discussions | |
| L9 | L9 Ensure the school continues to provide high quality education and support during Covid-19 | L9.1 Full detailed risk assessment in place for September opening | Sept 2020 | KH | 28/8/20 Full risk assessment shared with all parents, staff and governors 1/9/20 Risk assessment agreed and signed off by trustees and CoG | Full detailed risk assessment considers all perceived risks to the health of pupils and staff and is line with latest guidance. All stakeholders are consulted and aware of risk assessment. | Trustees and CEO scrutiny Governors, staff and parents scrutiny All parties asked for feedback. | Additional cleaning resources, staffing and training. Additional duties and responsibilities for staff and | Planned |

# SCHOOL IMPROVEMENT PLAN 2020 - 2021

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| | | L9.2 Catch up curriculum plan in place to ensure lost teaching and learning is caught up through adjustments to the curriculum. | Sept - Nov 2020 | LP | 28/9/20 All subject leaders have assessed gaps in knowledge and have an action plan in place 15/10/20 All subjects for all year groups are delivering the catch up curriculum | All subjects have assessed students retention of prior learning and identified key focus areas of the curriculum that need to be caught up. This is blended in to the curriculum for term 2 onwards to ensure students catch up the work | Subject leader minutes  Overview sheet submitted to Head | Additional learning resources | Planned |
| | | L9.3 Ensure systems are in place for safeguarding that enable the school to operate on partial or full lock down. | 1 year | CO | See L7 | See L7 | See L7 | See L7 | Completed - My Concern in place |
| | | L9.4 All staff are ready to go for online delivery of lessons in the case of partial or full lockdown | By End of September | LP | 1/9/20 All staff uploading their lessons to Google classroom every day for those self isolating. 21/9/20 Timetable for delivery of online learning in the event of a lockdown in place. | All lessons are posted online for students unable to attend due to covid. A blend of video and other online resources ready for delivery of high quality online learning | All HOF's to monitor work set and report back to Headteacher  Student survey if students away from school for a significant time. | Online resources  IT resources for staff to use at home | All staff asked to put lessons on google classroom. Timetable for online delivery will follow timetable |
| | | L9.5 All students are ready to learn from home if they are isolating at home for any reason | By End of September | KH | 17/9/20  Register of all students without access to IT at home 21/9/20 Register of all staff without full access to IT for delivery of curriculum at home 1/10/20 Using existing resources and purchasing further devices, all students are able to access online working. | A list of students requiring assistance with online learning in place. School has registered for additional laptops and will order these should any lock down occur | Records of student access to IT  Confirmation from government of devices ready for delivery | Additional technology for students if government scheme does not deliver | List of students ready to claim kit if year groups/school closures happen. List of staff needs in place - devices being configured |

# SCHOOL IMPROVEMENT PLAN 2020 - 2021

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| | | L9.6 Changes to behaviour policy, sanctions and school procedures are in place to ensure students can return to school in September safely | Terms 1 &2 | CO/KH | 01.09.20 Changes to behaviour policy, times of the day, working practices and homework, shared with all stakeholders. 01.12.20 Behaviour policy changes, homework changes and structural changes reviewed ready for term 3 | Students and staff are fully aware of all changes in policies and structures of the school day, to enable the school to function as normally as possible within COVID guidance as published by DfE and Public Health England. | CO / KH - All policies are shared with all key stakeholders and learning walks ensure their effective implementation. Policies are regularly reviewed ready for full evaluation before Term 3. | Time to develop and inform all key stakeholders. | Completed - Term 1 Behaviour policy changes made and sent home to parents and students. Homework changes to self study. Planned - Term2 |