



SVS SCHOOL IMPROVEMENT PLAN 2020 - 2021

Somervale School

2020 School Improvement Plan issue 2

Updated: June 2021

Outcomes- Headlines Summer 2019

42% Grade 5+ English and Maths (National Average 45%)/64% Grade 4+ English and Maths (National Average 67%)/Attainment 8 5.0 (National Average 4.8)

Attainment 8 English 4.8 (national Average 5.2)/Attainment 8 Maths 4.4 (National Average 4.7) /Attainment 8 Ebacc 4.4 (National Average 4.6)

Attainment 8 Open 6.2 (National Average 4.9)/Progress 8 0.51/Progress 8 English -0.03/Progress 8 Maths 0.10/Progress 8 Ebacc 0.09/Progress 8 SEN English -0.66

Progress 8 PP English -0.73/Progress 8 SEN Maths -0.55/Progress 8 PP Maths -0.47

Outcomes- Headlines Summer 2020

Areas for development – from OFSTED November 2017

Leaders and those responsible for governance should ensure that:

The highly effective practice used in some subjects to challenge the most able students to make substantial and sustained progress is applied more widely.

Challenge the most able students to achieve their potential.

Ensure all students know what they are doing in each subject and know what they need to do to make further progress.



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Quality of Education

Behaviour

Personal Development

Leadership and Management

Response to the Covid 19 Pandemic

Quality of Education

Curriculum intent : 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 pupils

Summary from SEF

Success Criteria going forward

	Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Q1	Ensure that the curriculum is successfully adapted, designed and developed to be ambitious and meet the needs of all students	3i documents to be produced by updated in all subject areas that demonstrate the thought behind curriculum choices	Oct 20	JPO/DPH	3i subject documents to be produced and displayed on the website to support the whole school curriculum plan	Greater clarity over the design of the curriculum and all decisions made to benefit the students by ensuring that all students are P8 compliant.	In MLT and link meetings	-	Complete
		Review option choices at Key Stage 4 to ensure that all students can access a variety of courses	January 2021	JPO/DPH	Curriculum offer to be finalised in time for the options process in January	Greater choice and variety for students of all abilities e.g Child Development, VCERT Sport and Fitness	Through curriculum and head teacher meetings		Option process started. Choices made
		All students to be placed on a suitable pathway for options to allow for them to be successful	January 2021	JPO/DPH	Pathway assemblies Options Evening	All students to be placed on an appropriate pathway. Little or no movement between	In SLT		All students on correct pathways



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						options. 100% positive feedback from students on the process			
Q2	Further enhance schemes of learning that develop students' knowledge, skills and abilities to apply what they know and can do with fluency and independence	Ensure that all schemes of learning are compliant with SVS expectations	Dec 2020	JPO/CEV	Schemes of learning in place ready for each new term	All schemes of learning to be designed to ensure maximum attainment for ALL students with a key focus on supporting SEND and challenging more able	MLT Meetings Link Meetings		Complete
		Review extended learning projects at KS3	Ongoing	CEV	Student and parent voice to be collected.	Quality of work completed outside of the classroom to be of a higher standard and value Reduction in sanctions issued for lack of homework	MLT		Complete
		Knowledge organisers to be produced for all topics to support recall	Ongoing	JPO/CEV	Term 1 KO to be printed ready for September	Improved recall skills through regular revision and testing in lessons evidenced in books and learning walks	CEV, JPO		Complete
Q3	All students to have access to high quality and appropriate careers education that	Benchmark Seven - Encounters with Further and Higher Education	Ongoing	MAM/SDA	Term 4 - ongoing assemblies and workshops through external agencies plus cross-federation links	Improved understanding of options available post 16	SDA/MAM/RWI	N/A	CAreers week held



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	motivates and develops their aspirations	Benchmark Three - Addressing the needs of each pupil	Ongoing	MAM/SDA	Term 6 - records of student experiences evidenced	Record of student participation and experience with possible use of SIMS/PARS PLUS recording of destination for the last three years (RWI). 98+% of destinations collated	SDA/MAM/RWI	N/A	
		Benchmark Five - Encounters with employers and employees	Ongoing	MAM/SDA	Term 6 - ongoing assemblies and workshops through external agencies PLUS WEX for Year 10	Improved understanding of career opportunities as recorded through survey with 99% of students clear on future options	SDA/MAM	N/a	CAreers week
Q4	Ensure that all groups make progress in line with expectation particularly in English and is above national for 'all' in P8	ACO to give a refresher CPD session to the English department in the September department inset time.	Term 1	ACO/SCH	CPD refresher delivered in September inset	The English department will have a wider range of strategies to improve the attainment in English.	CEV/ACO to conduct learning walks within the department with a focus on boys' engagement and whether the strategies are being deployed.		Complete
		Introduce the National Literacy Trust Skills Academy for boys with low literacy levels in Years 7-9. The programme is designed to encourage students to	Terms 1 and 2	ACO/CEV	Sessions to run weekly and be completed by the end of Term 2.	Students will improve reading ages by 9+months during the programme. Students will have improved literacy levels and	Reading age test at the start of the unit. Reading age test at the end of Term 2 to assess impact.	£100 for programme (including annual membership to the National Literacy Cover	



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		complete comprehension tasks and reading skill based activities to unlock exclusive video clips on engaging topics such as sports/rapping etc. The programme can be delivered by English teachers in school, and needs 10 1 hour sessions to complete.				engagement with English.		for 10 lessons to enable the sessions to take place (Trust).	
		ACO to run weekly afterschool catch up sessions where English teachers can direct students who do not complete work to the required standard, either academically, or through presentation. Staff will use stickers to mark where work is not of the required standard and set the catch ups for students on PARS.	On going	ACO/CEV	Catch up sessions will commence on 09/09/19. They will run weekly on every Tuesday.	All students will repeat work which is below standard to improve attainment. Boys will improve the presentation and quality of their work in English to avoid after school catch ups	Stickers will be used to show where a piece of work needs to be repeated. These will be looked for in book looks, and questioned if an inadequate piece of work was not asked to be repeated. Registers will be taken to ensure students are attending the sessions, and students will be set double HOD detentions if they don't attend.		Set up by ACO and being continued by JVA



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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					Success Criteria going forward				
	Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
C1	Further develop teaching and learning so that 90% of lessons are judged at least good and 25% outstanding (Focus: levels of challenge, differentiation (HAPS/LAPS) and literacy development)	Staff INSET on high expectations and outstanding practice, introducing new T&L folders	T 1 and T3	CEV	Staff observations Term 2 for appraisals are on target	Staff observations meet target of 90% of lessons are judged at least good and 25% outstanding	LT, MLT learning walks and lesson observations Termly T&L record		Sept and Jan INSET
		Staff identified to attend for ITP, OTP, ML, SL courses	July September January	CEV, JPO	Identify 20% of staff for ITP and OTP courses by January 2021	90% of lessons are judged good and 25% outstanding by July	LT, MLT Termly T&L record		CEV to follow up with DWL
		T&L groups meet weekly following calendar and termly foci	T 1 - 6	CEV	All staff complete learning walks, sharing best practice in school by October 2019, January 2020 and May 2020	Level of challenge, differentiation and literacy has improved across the school. Improved student progress in all Year groups against targets	LT, MLT learning walks and lesson observations Student voice T&L calendar		Paused
C2	All teachers and leaders to use assessment effectively to help	Teachers are consistent in using P, P+ and P-	T 1 - 6	CEV/DPH	Termly book look schedule is completed in department SEF files and ML handbook	Students know what they are learning and understand how to	Weekly department and SLT book looks,		



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	students embed and use knowledge fluently, to check understanding and to inform teaching	Px is used consistently for incomplete work in books			termly with line manager	make further progress	Learning walks, Lesson observations, Student voice and pupil pursuits		
		Teacher feedback is formative and includes next steps for students	T 1 - 6	DPH/CEV	Weekly department monitoring Termly book looks Whole school book look	Students know what they are learning and understand how to make further progress, improving student outcomes	Weekly department and SLT book looks, Learning walks, Lesson observations		
		MRA's are scheduled and outcomes are monitored	T 1 - 6	DPH/CEV	MRA's are monitored throughout the year and staff update T&L folders at data points	Staff use MRA and data to demonstrate student progress	Learning walks Lesson observations SLT, MLT Book looks		
C3	Ensure that teaching is designed to help students remember long term content they have been taught and to integrate new knowledge into larger ideas	All lessons use E, S and C and include personalised, extension and scaffolded tasks	T 1 - 6	CEV	Students write E, S and C in book margins demonstrating progress	Student progress is explicit in books, demonstrating progress over time and impact in outcomes	Learning walks, Lesson observations, Book looks & student voice		
		Recall tasks are explicit and used every lesson	T 1 - 6	CEV	Utilising 5 Q's at start and B.O.B.	Students can recall learning Year group MRA data monitoring demonstrates improvement to recall	Learning walks, Lesson observations, Book looks, Student voice & MRA data tracking		



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		Regular tests are structured in SOL and lessons use KO's	T 1 - 6	CEV	All subjects have KO's and are updated termly on the SVS revision website	Students use KO's to improve recall skills All department SOL are updated termly	Student voice, learning walks, lesson observations		
C4	Increase articulation of learning by ensuring that the work given to students is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge	During learning walks students are able to articulate what they are learning	T 1 - 6	CEV	MLT training Term 1 Staff training Term 1 Students in lessons can articulate learning and progress	SLT & Middle Leader drop-ins.	Student voice, learning walks, lesson observations		
		Students are expected to verbalise feedback accurately and in detail	T1 - 6	CEV	INSET Training in September. Staff CPD Student assemblies	SLT & Middle Leader drop-ins	Student voice, learning walks, lesson observations		
		Students complete weekly literacy tasks during tutor time	T1-6	CEV	Resources supplied and distributed termly, Tutors monitor student progress	Student spelling ages and ability to increase and narrow the gap with their chronological age	Tutor feedback, Termly spelling tests		
C5	Ensure boys are a key focus group so that their writing and learning overall matches that of the best girls - focus on boys in lessons, SLT interview boys and view their books weekly, etc	Weekly monitoring of boys books by MLT and SLT	Ongoing	CEV/SCH	SLT & MLT weekly book looks identify students for intervention support	No work is completed below expectation	Learning walks, book looks, lesson observations		
		All students complete handwriting assessment	October 2020	CEV/SCH	New Year 7 assessment September 2020	DASH (Detailed Analysis of Speed of Handwriting) assessment	Copies of assessment		
		Identified students attend weekly handwriting sessions	T1 - 6	CEV/SCH	Handwriting support sessions are timetabled weekly and progress is monitored	Improved handwriting and presentation of work	Learning walks, book looks, student voice		



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C6	To continue with the scrutiny of: Quality of marking and feedback Presentation of work Boys handwriting	Books are monitored weekly by MLT and SLT	T1 - 6	CEV	T&L calendar published to staff SLT and MLT book look monitoring published and department track sheets updated weekly	Staff follow marking policy	MLT and SLT follow weekly schedule		MLT has resume this
		Staff consistently check work and students re-do work if it isn't complete or to a high standard	T1 - 6	CEV	Staff follow marking policy and check all books and work consistently	Departments and staff have high expectations of all work produced, including ELP's	Learning walks, book looks student voice, MLT and SLT		
		Students are supported to improve through attending handwriting groups	T1-6	CEV	Students attend handwriting groups during tutor time	Students produce work of a high standard in all lessons which is closely monitored throughout the year	Learning walks, book looks student voice, MLT and SLT		



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Curriculum impact: Outcomes, especially progress for SEND and disadvantaged pupils, quality of work across the curriculum, pupils' fluency and comprehension in reading and mathematical knowledge, the school's assessment of its curriculum milestones

Summary from SEF	Success Criteria going forward
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	Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
I1	Progress 8 overall to be 0.3 or above and that all groups are above 0.0 (PP, SEND, Boys and English)	Individual action plans completed with underperforming Y.11 students	Term 1 (action plan completed)	JPO/SCH	Action plans to be reviewed / adjusted following data point 1 at the ARD Evening	Progress 8 for cohort to be 0.3 or above	Monitoring of actions plans by SLT/ Class teachers SLT data tracking		
		Targeted intervention put in place by class teachers to accelerate underperforming students' progress	Reviewed T2-5	JPO/SCH	Action plans to be reviewed and amended following each data point	All groups to have a p8 score above 0.0	HOD data Tracking HOD tracking of quality of interventions Learning walks, lesson observations and book looks		
		Quality First Teaching presentation / resource packs to be shared with all staff to ensure that the needs of all learners are	Terms 1	JPO/SCH	September inset training All staff receive resource pack at the start of term	The needs of all learners are met within all lessons Students meet / exceed their targets	Learning walks, Lesson observations and book looks Staff feedback	Photocopying costs Inset time to deliver sessions	



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		sufficiently met within the classroom			Department and school self-evaluation schedule	Increased confidence in staff regarding support of vulnerable groups			
		Compulsory tutoring and mentoring for all LAC /EHCP students in English and Maths	Terms 1-6	JPO/SCH	Data points Mock examinations	Students meet / exceed their targets in English and Maths	Intervention sheets completed by tutor and monitored by class teacher and SCH. Data reviewed following each data point Annual review meetings/ Forms PP meetings / Forms	Targeted resources from English and Maths departments Funding for tutoring Staff to lead tutoring sessions Rooms for tutoring sessions	Set up for all students that will engage
12	To further develop student literacy and numeracy levels across both key stages	IDL Intervention to be run for all Y7 students achieving below expected standard in numeracy and literacy at KS2	Terms 1-2	CEV/SCH	Assessment point at the start and end of intervention	Students will show improvement in their basic literacy and numeracy skills	Single word reading and spelling tests administered at the start and end of intervention for literacy group Numeracy assessment completed at the start and end of intervention for	IDL Intervention - Catch up money to be used to pay for this resource Access to ICT suites Access to headphones Staff to lead	



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							numeracy group. Number of activities completed by students reviewed. Student voice. Review of data points.	sessions. Admin support to put set up student files.	
		Weekly tutor sessions to include spelling tests in KS3 and 4	Terms 1-6	CEV/SCH	A.M. tutor checks.	Students will show development in their spelling age. Students will have a greater awareness of how to spell subject-specific terminology.	Spelling test- Baseline data Individual spelling tests	Nfer single word spelling assessment Time to mark / score up assessments Key word lists from depts. Tutor time sessions	
		IDL Intervention to be run for students in Y8 and 9 who are underperforming in English and Maths	Terms 3-4 (Y8) Terms 5-6 (Y9)	CEV/SCH	Assessment point at the start and end of intervention.	Students will show improvement in their basic literacy and numeracy skills.	Single word reading and spelling tests administered at the start and end of intervention for literacy group. Numeracy assessment	IDL Intervention - Catch up money to be used to pay for this resource. Access to ICT suites.	



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							completed at the start and end of intervention for numeracy group. Review of number of activities completed by students. Student voice. Review of data points.	Access to head phones. Staff to lead sessions. Admin support to put set up student files.	
13	Continue to improve outcomes in basics measure (standard and good passes)	Fortnightly line management meetings with HOD	On-going	JPO	Regular updates on the progress within core	Increase in students obtaining basics at both Grade 4 and Grade 5 to 50% at Grade 4 and 80% at Grade 5	Progress Data		
		Raising Achievement Meetings	On-going	JPO	Joint meetings looking at cross over students	Reduction in the number of students missing out on one of the measures by 10%	Progress Data		
		Regular meetings with JSC and THE to review progress	On-going	JPO	Meetings held regularly	Improved accountability of MAT roles and student targets met for both English and Maths	Minutes		
14	Further develop the quality of teaching and	Targeted intervention with students on the boundaries of each grade	On-going	JPO/ACO	Intervention groups to be set up and running	5% more students to be moved over	Progress Data		



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	attainment in English. Progress 8 to be 0.1 or above					the next grade boundary			
		Improved SEND P8 Score	On-going	ACO/SCH	Targeted intervention of vulnerable students	Reduction in the gap between SEND and other students to less than 10%	Progress Data		
		Improved PP P8 Score	On-going	ACO/CEV	Targeted intervention of vulnerable students	Reduction in the gap between PP and other students	Progress Data		
15	Improve outcomes in subject areas that are below FFT20	Hold exams analysis meetings with all subject leaders and link members of SLT	Term 1	JPO	Detailed Exams Analysis booklets completed	Clearer understanding of the reasons behind underperformance and an action plan to rectify the issues	Exams analysis meetings		
		Under performing Heads of Subject to present to LGB	Term 1 and 2	JPO	Presentations	LGB to have a detailed understanding of the key points to enable them to act as a critical friend	LGB minutes		
		MER's to be prioritised in underperforming subjects	Term 1 and 2	JPO	MERS carried out	Clear action plan for improvement	MER paperwork		
16	To continue to narrow the gap to ensure that all students at all entry levels are making progress at least in line with age related	Raising Achievement Team Meetings	Terms 1-6	SCH/JPO	Data analysis after each data drop	Accountability of MLT and KSL's in relation to progress to increase attainment	Minutes of meetings and agendas		
		Leadership Team Assemblies to all year groups on Attainment	Terms 1-6	SCH/JPO	Assembly programme shared and updated	Students increased awareness of actions	Assembly programme		No live assemblies



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	expectations based on their level of entry	and Skills for learning/ revision			by members of LT at the start of September	required to increase achievement	Data analysis after each data point		due to C19
	Quality First Teaching booklets shared with all teachers and HOD HOD and class teachers to offer targeted support / intervention to underperforming students in KS3 and 4 following each data drop	Terms 1-6	SCH/JPO	September inset-training Quality First Teaching Data analysis after each data drop	Accountability of MLT and class teachers in relation to progress to increase attainment Earlier intervention at Wave 1 and interventions put in place to accelerate underperforming students Students' progress in attainment	Data analysis after each data point Learning walks, lesson observations and book looks			



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

Summary from SEF

Success criteria going forward

	Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
B1	Embed the new behaviour policy effectively across the school with the aim of: Greater empowerment of staff Reduction low level disruptive behaviours	Refresh training on the Behaviour Policy	Sept 2020	MAM	Training carried out	Reduced recidivism. Clear and coherent understanding of rules & expectations. FTE <8% cohort.	Termly Behaviour Review		
		Deliver multiple INSET sessions to train staff on positive, relational behaviour management	Sept 2019- June 2020	MAM	INSET booked for Sept + Tutor Meeting slots throughout the year	Fewer high-tariff incidents. FTE <8% Iso < 300 Exits <1000 Reduce recidivism - Repeat FTE < 3%	Termly Behaviour Review Staff behaviour survey		
B2	To continue to cultivate the ethos of inclusivity and tolerance	Further develop LGBTQ+ inclusivity work	T1-6	MAM/ALA	Maintain work of Straight-Gay Alliance weekly	Whole-school campaign for Pride leading to greater acceptance of LGBTQ – fewer than 10 homophobic incidents recorded	Attendance at GSA		Focus week



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		Reduce FTE to ensure all are included in education	T1-6	MAM	Termly data capture	FTE data. X-Mat isolation increased (up to 5% cohort) PSP for all FTE students.	FTE Data less than 8%		Covid impacted
		Increase take-up of extra-curricular activities to include all in school culture	T1-6	MAM/CEV	Wider variety of activities available from subjects Scheduled termly and publicised	60% of students have attended activities within the year	Staff monitoring attendance of clubs T2, 4 and 6 survey		Affected by Covid
B3	Guarantee monitoring, evaluation and review remains a high priority with the aim of there being a demonstrable improvement in the behaviour and attendance of students who have particular needs by: Ensuring persistent absence remains below national Increasing the attendance of	Use of new behaviour policy with 'reasonable adjustments' for LAC/SEND/PP. Introduction of Reparative Discussions to reduce recidivism.	On going	MAM/SCH/CEV	Staff INSET on Reparative Discussions	Termly data report of FTE date in line with targets above. Governors report. SLT to support staff by covering classes to enable RD.	RD paperwork in student files		
		Monitor attendance weekly. Run attendance clinics, especially for PP students to raise awareness of attendance levels. Ensure consistency of Attendance Interventions through	On going	MAM/SCH/CEV	Meet with CMES to discuss new policy	Termly data report. Governors report to track a narrowing of the gap between attendance of whole school and vulnerable groups.	Weekly review of attendance levels		



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	vulnerable groups Exclusion of vulnerable groups reduces	fortnightly meetings.							
	Avoid FTE for PP/FSM/SEND/LAC wherever possible through alternative consequences. Avoid escalation of consequences through intelligent behaviour management.	On going	MAM/SCH/CEV	INSET behaviour training. Tutor Team training sessions to develop expertise of all staff.	Reduced FTE/Isolation/Exits. FTE <8% Iso < 300 Exits <1000 Reduce recidivism - Repeat FTE < 3% Students spend more time in lessons. Disruption reduced. Progress enhanced, especially for most vulnerable students.	Behaviour data from PARS (termly review)			



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Personal Development: British values, equalities, inclusion, character development , confidence and resilience, keeping safe, keeping healthy, healthy relationships, transition to next stage, careers education

Summary from SEF

Success criteria going forward

Objective		Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
P1	Promote physical activity and enrichment activities for all	Termly programme published in school and shared to parents	On going	MAM/CEV	Y7 FOD trip Newsletter schedules	Over 50 % students complete extra-curricular	Registers Student voice		Started again post Easter
		Activities week includes in school and out of school opportunities	Launch T2 Delivered T6	MAM/CEV	School camp	Strong enrichment opportunities accessed by all KS3.	Records of student attendance to trips by groups		



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P2	To provide students with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society	Assembly programme, including environmental and charitable concerns such as homelessness, poverty etc.	Weekly	MAM	Programme organised in Sept 2020	Develop awareness of responsibility to others, support for those less fortunate, responsibility for the environment. Measured through charitable contributions of the school and greater student awareness of the needs of those less fortunate than themselves. 60% of the cohort to be involved in activities that promote inclusion and tolerance.	Student voice Programmes of activities available		
P3	Students know how to discuss and debate issues and ideas in a considered way	Use of Student Forum, Student Voice given higher profile.	Termly	MAM	Meetings with HOY/HOKS termly to discuss issues	Improve opportunities for students to be heard and alter working systems in school.	Minutes from meetings & changes made.	Time	
		PSHE curriculum and Ethics lessons in Y10 curriculum	On going	MAM	Curriculum plan	Clear provision for PSHE	Lesson obs/ learning walks		
		Battle of the books.	T6	MAM/KCO	Ensure enrichment opportunity occurs	Able students afforded opportunity to broaden horizons and deepen learning.	Booked entry	Time/cover	Centurion Awards



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P4	To ensure that all students have a clear understanding of British values	Assembly on British Values	T4	MAM/SGU	Booked in rota	Clear explanation of British Values and 100% of students to be able to report how they relate to their daily life.	Assembly complete		Covid
		PSHE curriculum lessons on British Values	On going	MAM/SGU	Curriculum plan	Clear provision for PSHE	Lesson obs/ learning walks		
		Cultural experiences - Foreign students on roll.	On going	MAM/SGU	Students on roll	Expand horizons and develop cultural capital	Students experience other cultures		
P5	To actively promote equality for all with particular reference to the Black Lives Matter Agenda	Establish a BAME forum within the school	Term 1	MAM/KSL	Forum promoted amongst the students. Students signed up to be members. Focus of group and aims to be established.	Greater diversity in student leadership and voice within the school community to facilitate change	Documentation and plans	-	Activities completed for both students and staff
		Review the curriculum to ensure full coverage is given to all aspects of British culture and heritage	Term 1	JPO/MLT	Curriculum plans reviewed and updated as appropriate	All students to have a developed and wide understanding of the contribution a variety of cultures have played in our heritage	Curriculum plans	-	
		External visitors to be invited in to present to the students at key	On going	SGU/MAM	Programme of visits to be established	Greater student understanding. Compassion and tolerance of others	Student Voice		



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		times e.g. Black History Month							
P6	Students to be supported in all areas to thrive in the development of their self-esteem, resilience and aspirations	Reduction in NEETs.	On going	MAM	Pro-active appointments with RWI	All students gain appropriate next step. 0 NEETS.	All seen by RWI. All have destination applications by Jan.		Actions being taken to support any potential NEETS
		Support through Raising the Game, Speakeasy, SFC, OTR.	On going	MAM	Bookings made and reviewed fortnightly	Most vulnerable, supported and kept in school. Tracked attendance weekly. PA < 13%.	Tracking sheet of these interventions		
		Social skills groups, Music tuition, sports involvement and awards.	On going	MAM	Schedule regularly reviewed	Support and development opportunities for students			



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Leadership and Management: culture of safeguarding, monitoring responsibilities, staff CPD, consistency of practice, parents and community, staff wellbeing , use of pupil premium, governance, staff workload, staff wellbeing

Summary from SEF

Success criteria going forward

	Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
B1	Guarantee safeguarding remains outstanding across all areas of the school	Whole-staff C.P. training update & Staff C.P. knowledge check/test	Sept	JPO/MAM	INSET day training	Increase staff awareness of KSCIE updates and specific CP issues (eg. County Lines). 100% confidence levels with staff on making referrals	INSET Training resources	INSET time	
		Newsletter to include Safeguarding information for parents	Termly	JPO/MAM	Each published newsletter	Parents to have a clearer understanding of where to receive support measured through parent voice feedback	Newsletters		
		SCR monthly monitoring checks	Monthly	JPO/MAM	Monthly checks	Accurate compliant SCR	SG Governors Checks		



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B2	Ensure that communication with all stakeholders promotes and enhances the reputation of the school	Publicity for Open Evening and Mornings	Term 1	JPO	All publicity and adverts to be in place ready for Term 1	High attendance to open evening and open mornings. 60% of current Year 6 students in the local area	Copies of attendance registers		
		School Newsletter	On-going	JPO	Newsletter to be published termly	School community to be updated regularly	Copies of the newsletter		
		Use of social media	On-going	JPO	Twitter and Facebook kept up to date	Greater publicity within the local community and stakeholders of events taking place in school to support an intake of 141 in 2020	SLT/KCO/SDY		
B3	Increase skills and accountability of staff and leadership at all levels through a concise and relevant CPD	Appraisal Programme	Term 1 and 3	JPO/CEV	Appraisal reviews to be completed in September, midterm reviews to be held in March	All staff to be supported through a robust and effective appraisal system	SLT		
		Bespoke ML programme delivered through MLT meetings	Term 1 - 6	JPO/CEV	MLT meeting schedule	MLT share best practice strategies	MLT, SLT		
		Under performing staff to be supported with action plans leading to TED if appropriate	As and when appropriate	JPO/CEV	Initial meetings held, actions plans completed and reviewed	Any underperforming staff are given the opportunity to be supported	Actions Plans		



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						to make improvements			
B4	Continue to embed staff wellbeing as a key priority across the school	Well being survey to be carried out with staff twice yearly	Term 2 and Term 6	JPO	Survey to be carried out	A greater understanding of the current climate with staff well being	Copies of the results to be shared with AWI and LGB	-	
		Staff to receive regular feedback from learning walks, lesson obs, book looks	On-going	JPO	Feedback from all sources to be shared with staff through a variety of media	Staff to feel valued and receive useful feedback on their performance	Bright Spots Postcards Thank you very much box		LW focus on compliance of students
		Meetings structure to be reviewed in light of workload	On-going	JPO	Meetings cancelled in lieu of workload where appropriate	Workload to be reduced where able	SLT		
B5	Ensure high quality governance and strong accountability	Meetings to be calendared and clear agendas to be set. Headteachers reports to be presented and questions to be prepared to question JPO as part of accountability	Termly	JPO/ASI	Meetings to be held and minutes collated to evidence accountability.	Stronger accountability framework of the headteacher which impacts on a continued improvement of standards.	Chair of Governors Trustees		



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Response to the Covid 19 Pandemic

	Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
R1	Ensure that all students' progress is reviewed and relevant interventions are put in place	Students starting points to be assessed and actions taken to plan and implement interventions where appropriate	Term 1	JPO/DPH/CEV	P1	All students to be at expected milestones	Assessment data Mock 1 P1 data for all year groups		
		Year 11 students to sit an exam in each subject to assess progress	September	JPO/MLT	All exams to be completed and data collated and analysed	Student to be making expected progress in line with expectation and stage of courses	Year 11 September exams data		
		After school intervention and half term programme to be established	October	CEV/JPO	Programme to be produced and students that need to attend identified	Students to be at expected progress stages by the next data collection	P2 data Staff feedback		
R2	Curriculum programmes to be adapted to allow for the reduced time at KS4 and 5	Middle Leaders to identify key curriculum points to focus on for Term 1	End of July	CEV/MLT	Curriculum review documents produced	A clear focus for the curriculum shared with staff for lesson planning	Curriculum plans		
		Medium terms plans for Year 11 to be updated	September	CEV/MLT	Medium term plans	Time available to be used effectively	Link Meetings		
		Curriculum to be adapted for September in term of new guidance	July/September	JPO/DPH/CEV	Copies of adapted curriculum Revised timetables	School to open to all students for a broad curriculum whilst following government guidance	Copies of documentation		



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R3	Mental health support and intervention to be put in place for students and staff impacted by the pandemic and lockdown	Areas of support that students can access to be highlighted to all	September	MAM/KSL	Areas of support collated	All students to be able to have access to a variety of support mechanisms 24 hours	Google classroom information and posts		
		Student voice to be carried out to assess need for further intervention	September	MAM/KSL	Student voice questionnaire	Feedback from students on what their concerns are to ensure the appropriate support measures to be put in place.	Student feedback results		SV in December completed Bristol Uni survey feedback
		Alternative areas of support to be sought due to reduced capacity in school	September	MAM/KSL	External contacts sought and funding provided	Greater variety of options to be available to all students	Plan of the variety of offers available	Possible funded streams needed	Impact of lockdown Realising talent worker appointed