SCHOOL IMPROVEMENT PLAN 2022-2023

School Name	Somervale School		Updated: September 2022	
School Context				
Number of pupils on roll	Total: 727 Boys: 392 Girls: 335	Number of pupils eligible for Pupil Premium and FSM	PP: 180 FSM: 154	Number of students with statement of special educational needs of an education, health and care plan	SEND Action: 189 EHCP: 32
Pupil intake information (% of pupils with lower/middle/higher prior attainment)	LPA: MPA: HPA:	Ofsted Inspection Grade: Good Date: June 2022		Staff turnover from previous year	1 x Promotion within Trust 1 X sideways move within Trust 1 X end of MAT Cover 1 X end of FTC 1 x retirement of support staff 1 x support staff moving to a PT job
Percentage of pupils NOT on track to meet expected standard/attainment targets by end of Key Stage	Y9: Y11: Y13:	Percentage of pupils on track to meet expected standard/attainment targets by end of Key Stage	Y9: Y11: Y13:	Percentage of pupils on track to exceed expected standard/attainment targets by end of Key Stage	Y9: Y11: Y13:
Pupil progress for whole cohort in 2022	Y9: Y11: Y13:	Pupil progress for disadvantaged in 2022	Y9: Y11: Y13:	Areas (eg boys, SEND/ subjects, key stage) where progress was less good in 2022	English Boys Humanities
Overall absence for 2021-2022: Non-disadvantaged: Disadvantaged: Difference:		Persistent Absence for 2022: Non-disadvantaged: Disadvantaged: Difference:		For 2021-2022 Number of exclusions: Total days of exclusions: Permanent exclusions:	
Key Ofsted actions from latest report (June 2022)	Assessment is not used consistently across all subjects. Some pupils spend too much time studying content that they already know. This slows their progress through the curriculum. Leaders need to ensure that assessment is used effectively so that teachers accurately understand what pupils know in order to adapt learning accordingly.			
Key staffing issues and/or considerations	New Leadership Team Deputy Headteacher - Curriculum and Standards Assistant Headteacher - Behaviour, Attendance and Safeguarding Assistant Headteacher – SEND and Progress			

Key budget issues and/or considerations	Budget balanced after a number of years of careful management. Budget has been impacted by the unfunded pay rises and the high increase in energy costs

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Quality of Education Behaviour Personal Development Leadership and Management Governance Sixth Form

Quality of Education								
Summary from SEF:				**Success criteria going forward:** ● All students making progress in line with expectation ● Gaps between key groups reduced ● Effective in class assessment present in all lessons ● All students engaged with learning and able to access the curriculum				
	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Q1	Ensure that the curriculum remains broad and balanced and is adapted appropriately to enable all learners to be successful	Ensure that all SEND students are supported to make progress in line with their child's through quality first teaching	T1	EHR	New staff training session to introduce School SEND procedures / Information - September Inset	All new staff aware of where to find information for SEND students and how to refer to SENDCO for additional support	Learning walks/department meetings/book looks and lesson observations	Time at New Staff training session	
			T1	EHR	Quality First Teaching booklets and resources shared with all staff	Accountability of MLT and class teachers in relation to progress to increase attainment	As above	Photocopying costs	
			T1-T6	EHR	Training to be offered to staff to develop skills and confidence in meeting the needs of all SEND learners / Training log kept/Edukey.	Teachers develop confidence and skills in delivering Quality First Teaching / Improved outcomes for SEND learners	As above	Costs for courses / Possible cover	

				T1-6	EHR	Learning walks	Strategies used to unpack the curriculum for SEND students reviewed / support provided by SENDCO where needed	EHR / SLT / MLT	-
				T1-6	EHR	Book Looks	As above	EHR / SLT / MLT during learning walks / book looks / lesson observations and reviews	-
				T1-6	EHR	Student Voice	The needs of all learners are met within all lessons / Students feel challenged and make progress	As above	-
			All students to be fully prepared to be successful learners in the 21st Century	T1-6	THR	Curriculum offer to be decided Options booklets to be produced Pathways Evening to be run All students to select appropriate option choices	All students to be placed on appropriate pathways that will enable them to be successful on their flight paths	Pathways Process Attainment and engagement data	-
			All staff have high aspirations for all learners	T 1 - 6	THR/CEV	Staff professional development programmes are offered and delivered	Staff attend training, CPD sessions within the School and the MAT	MAT sessions, teach meets, subject meets, INSET, Open training sessions, teacher titbits and OLEVI	-

			T1 - 6	CEV	All lessons use E, S and C to challenge students to be exceptional	Students know what to do and how to achieve their best and make progress	LT, MLT learning walks, lesson observations and book looks and student voice	-	
Q2	Further develop the reading curriculum to provide students with opportunities for reading for pleasure, supporting their understanding of challenging vocabulary and access to high quality texts	Ensure literacy strategies are used across the curriculum to develop students vocabulary, comprehension and extended writing skills	T1-6	CEV	Knowledge organisers and keywords to be available at the start of each topic	Consistent strategies to support literacy used by all teaching staff	MLT to ensure that they are available for each topic / SLT to review this during learning walks / book looks and lesson observations	Photocopy costs	
			T1	CEV and EHR	Training provided to students (as part of tutor programme) on how to review and highlight new vocabulary and look up meaning	Consistent strategies to support literacy used by all teaching staff	CEV and EHR to drop into training sessions	Time in tutor timetable / Access to dictionaries and library?	
			T1	CEV	New Vocabulary table to be produced	Consistent strategies to support literacy used by all teaching staff	Learning walks / Lesson observations and Book looks	Photocopying costs	
			T1	EHR and CEV	Staff trained in how to deliver active reading strategies using High Five Reading Model	Consistent strategies to support literacy used by all teaching staff. Reading ages improve. 90% of students are	Learning walks and Lesson observations	Training time at whole School meetings / Inset	

					reading at chronological age.			
		T1-6	CEV and EHR	Staff training to use a variety of resources to support students' progress / development of writing skills	Consistent strategies to support literacy are used. Students in literacy based subjects are meeting targets.	SLT and MLT during learning walks / lesson observations	Training time at whole School meetings / Inset	
		T1-6	CEV	Students provided with a range of opportunities within lessons to develop extended writing	Quality of extended writing by students has improved in all students. P1, P2 data tracking to monitor progress.	MLT/SLT as part of learning walks / book looks and lesson observations	-	
		T1	CEV and EHR	Literacy Support Resources shared with all staff, including IDL, MyLexia.	Staff are confident in using resources regularly to improve student literacy outcomes. Staff are sharing best practice resources cross curricular at T&L briefings.	SLT and MLT during learning walks / lesson observations	Photocopy costs	
Q3	Ensure that all groups make progress in line with expectation particularly boys in English and is above national for 'all' in P8	Whole School response to SEND to be embedded and effective	T3-5	EHR	Implementation of SEND Development plan	Staff supported to develop practice to support improvement of attainment of SEND learners	EHR	Meeting time	

			Each data review and T6	EHR	Review of progress	Development areas improved / Attainment for SEND students increased	EHR and SLT	-	
		Progress 8 overall to be 0.3 or above and that all groups are above 0.0 (PP, SEND, Boys and English)	T1-6	JPO/THR/EHR	P1/P2/FSR Data	All students to have a progress score in line with or above expectations	Progress Data MLT and SLT monitoring DIP's Intervention plans Learning walks	-	
		Raise aspiration for all through a robust and ambitious target setting policy	T1-6	THR/JPO	New assessment and tracking setting policy to be embedded	All students to be issued with appropriately challenging targets	Progress data for all year groups	-	
		Continue to challenge unconscious bias & underperformance by insisting upon the highest standards of engagement and book work from boys in all lessons	T1-6	JPO/THR	Boys' targets match those set for girls with similar prior attainment	High level of engagement and motivation for boys in lessons

Outcomes for boys are at least in line with National (and above 0.0 in English) | LT, MLT learning walks, lesson observations, book looks and student voice | | |
| Q4 | Further develop teaching and learning so that 90% of lessons are judged at least good and 25% outstanding (Focus: levels of challenge, pre-adaptive | Embed Mark, Plan Teach strategy | T1 | CEV | New strategy delivered during INSET and is displayed in all classrooms | Student progress is explicit in books, demonstrating progress over time and impacts from quality planning and teaching. MRA's, P1 and P2 data 90% of | LT, MLT learning walks, lesson observations and book looks | Photocopy costs | |

					students are on target.			
teaching, in lesson assessment and literacy development)	Ensure teaching is designed to help students remember long term content they have been taught and to integrate new knowledge into larger ideas, developing recall and retention skills	T1	CEV	Staff training INSET	Staff use a range of strategies in lessons to support students to develop recall and retention skills.	LT, MLT learning walks, lesson observations and book looks and student voice	Photocopy costs	
		T1 - 6	CEV	Recall tasks are explicit in every lesson and KO's are in books	Students can recall learning and develop vocabulary using KO's and key words, improving outcomes. All students to be in line with or above expectations	LT, MLT learning walks, lesson observations and book looks and student voice	Photocopy costs	
	To continue with the scrutiny of: Quality of marking and feedback Presentation of work (including Boys handwriting)	T1 - 6	CEV	Staff follow marking policy and book looks are completed following the T&L calendar	Departments and staff have high expectations of all work produced including ELP's 100% complete weekly book looks within departments	LT,MLT learning walks, lesson observations and book looks and student voice and staff voice	Photocopy costs	
		T1 - 6	CEV	Weekly monitoring of boys books by LT and MLT	No work completed is below expectation	LT, MLT learning walks, lesson observations and book looks	Photocopy costs	
		T 1 - 6	CEV/EHR	Handwriting support sessions are timetabled weekly and progress is	All students demonstrate Improved handwriting and presentation of	LT, MLT learning walks, lesson observations and book looks	Photocopy costs	

					monitored. Students identified for Level 1, 2 or 3 support to attend specific intervention sessions termly.	work, improving student progress. All groups make progress in line with expectation			
Q5	All teachers and leaders to use assessment effectively to help students embed and use knowledge fluently, to check understanding to inform teaching	Ensure AfL strategies (including pre-adaptive teaching, mini-whiteboards and directed / whole-class questioning) are used consistently in lessons to review learning and move students on.	T1-6	THR	AfL Strategies reviewed at MLT meetings Strategies shared at T&L briefings	Improved pace in lessons with activities pitched appropriately to develop students' understanding and engagement.	LT, MLT learning walks, lesson observations, book looks and student voice		
		Ensure teaching is designed to help students remember long term content they have been taught and to integrate new knowledge into larger ideas, developing recall and retention skills	T1-6	CEV	Teacher feedback is formative and includes next steps for students	Weekly department monitoring, termly and whole School work scrutiny to demonstrate progress. All groups make progress in line with expectation	LT, MLT learning walks, lesson observations and book looks	Photocopy costs	
			T1	CEV	All students have language for learning sheets	All students are able to articulate learning	LT, MLT learning walks, lesson observations and book looks	Photocopy costs	
		Further develop students articulation of learning, ensuring the work given to students	T1	CEV/EHR	Staff INSET training on high five reading strategy	Improve student comprehension and reading skills. Data captures, reading ages.	LT, MLT learning walks, lesson observations and book looks and student voice	-	

		is demanding and matches the aims of the curriculum				90% of students are reading at chronological age.		
			T1-6	CEV	Students complete weekly spelling tests	Improve student articulation skills, using BOB spelling and definition sheet to narrow the gap with their chronological age. 90% of students are reading at chronological age.	LT, MLT learning walks, lesson observations and book looks and student voice	Photocopy costs
			T1 - 6	CEV	All lessons used E, S and C ensuring KO's and SOL are updated	Students know what they are learning and understand how to make further progress. All groups make progress in line with expectation, tracking MRA's, P1, P2 data.	LT, MLT learning walks, lesson observations and book looks and student voice	Photocopy costs
		Improve the clarity of Progress Reports in line with the new Flight Paths	T1-6	THR / KST	PR1 / PR2 / PR3 for all year groups Letters sent home to parents to clarify language used in reports	Parents are well-informed about Flight Paths Assessment is used consistently to inform interventions	PR1 / PR2 / PR3 (and FSR) for all year groups	

SCHOOL IMPROVEMENT PLAN 2022-2023

Quality of Education   **Behaviour**   Personal Development   Leadership and Management   Governance   Sixth Form

Behaviour:								

Summary from SEF:					Success criteria going forward: ● Reduction of LLD ● FTE to be in line with or below national ● Staff confidence and skills around managing behaviour to be well developed			

	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
B1	Improve students' understanding of expectations (Ready, Respectful, Safe, Aspirational)	Integrate teaching of behaviour into tutor time	Term 1 2021	BPE	Assemblies created and delivered	Students will have explicit understanding of behaviour expectations and as a result behave better and remain in class more.	PARS logs for rudeness etc	Time	
		Improve consistency of behaviour expectations through explicit acronym	Term 1 2021	BPE	Student awareness of PLACE	All staff and students will recognise 'PLACE' as a reminder of expectations. This will build pride in the School and a positive culture of behaviour.	PARS logs for rudeness etc SLT School walks/drop-ins	Time & printing cost	
		Continue to improve staff's ability to consistently apply behaviour expectations through staff training	INSET Sept	BPE	Remind staff and students of PLACE acronym Track behaviour data termly. Staff trained through INSET	Students will be clear about expectations. Staff will maintain consistently high expectations of all students.	PARS logs FTE data Site walks	-	

					on discriminatory behaviours, bias, misogyny.	All students will feel safe in School. Staff challenge discriminatory and offensive comments/ behaviours.				
		Reduce FTE and repeat offenders	All year	BPE/KSL	Improve offer of pastoral interventions	Maintain engagement and avoid increasing FTE/PEX so that students do not lose learning and remain engaged in School life.	FTE data	Panel funds to cover most costs	
B2	Increase whole School attendance to above national	Reduce persistent absenteeism particularly in sub groups (PP and girls)	All year	BPE	Focus attendance meetings on PA students. Involve parents from Tutor Chat onwards Fortnightly meetings Train staff to make calls rather than speak directly to students	Parents feel that they are working cooperatively with the School on improving attendance. As a result, students attend better and therefore make better academic progress with less need to catch up. Students feel less pressured, parents feel involved in working with the School.	Reduced PA for cohort and sub-groups\n\nNew letters in use.	Printing (colour) costs\n\nTime\n\nINSET/mee ting time	
B3	Increase staff competence in recognising and	Deliver CPD on child-on child abuse	Sept 2022	BPE	INSET delivered	Staff challenge and report child-on-child abuse	PARS data.\n\nSite walks	INSET time	

	responding to child on child abuse						more often, resulting in a reduction of these incidences. All students feel safe in School.		
B4	Increase student awareness of child on child abuse and how to report	Deliver assembly teaching the children about child-on-child abuse and how to respond to incidents	Sept 2022	BPE	Assembly created and shared with all students	Reduction in child-on-child abuse and increase in awareness of the issue. All students feel safe in School.	Student voice. PARS data	Time	
B5	Further develop student pride in achievement and self worth	Deliver assemblies to increase student awareness of Somervale culture and strengths.	Through out the year	BPE	Assemblies scheduled, and subsequently delivered.	Students are proud of themselves and their School. Able to speak confidently to demonstrate this.	Student voice data.	Time	
		Promote better extra-curricular involvement to celebrate strengths	T1-6	CEV	Raise student participation through offering a wide range of activities. Publish the programme to students internally and on the School website.	Students enjoy School life and make progress in their areas of interest.	Monitor attendance of all clubs and activities, which includes PP and SEN tracking. Staff tracking using a new google sheet. Student voice and staff voice google form at the end of terms 2, 4 and 6. 60% of students attend extra-curricular activities regularly.	-	

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Quality of Education   Behaviour   **Personal Development**   Leadership and Management   Governance   Sixth Form

Personal Development:								

Summary from SEF:	Success criteria going forward:
	● All students to have access to high quality relevant CIEAG
	● All students to feel educated and empowered to make a valued contribution to society
	● All students to feel accepted and safe in school

	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
P1	Aspirations - Ensure students access regular careers advice, guidance and contacts with employers through all years in School (tracked through achieving ALL GATSBY benchmarks)	Gatsby Benchmark 6 (WEX). Ensure students have at least 1 engagement with a workplace.	T1-6	SDA/BPE	Plan WEX opportunities or remote access to the workplace, plus university contacts.	Achieve GATSBY benchmark at 100%. Students receive excellent CIG and are able to pursue their aspirations.	COMPASS+ software	Time	
		Students' engagement with COMPASS+ to record careers engagements from Y7-11	T1-6	BPE/SDA	Compass record to be in place ready for review	Accurate tracker of all student experiences. Students have a better understanding of the workplace and aspirations.	SDA meetings with Sven.	Time.	
P2	Develop broader opportunities for students to be leaders and role models	Re-introduction of Senior Students	By Term 2	BPE/SDA	Launch Applications Select & train Students	Greater leadership development. Improve culture of the School and aspirations of Y11	New scheme to be running successfully.	Time	

P3	Embed key skills around holding respectful discussions through opportunities in the curriculum and through tutor time weekly debate	Introduce tutor debate schedule	Term 2 onwards	BPE/KSL/THR	Students engaging in regular debate to promote oracy/literacy and awareness of world issues	Students engaging in regular debate to promote oracy/literacy and awareness of world issues	Tutor Programme and drop-ins	Time	
P4	Develop increasing awareness and support for a culture of diversity, tolerance, inclusivity (to include BLM and LGBTQ)	Assembly programme to include these themes	Through out the year	BPE	Planned schedule of themes Delivery of assemblies	Students feel comfortable in their School due to increasing awareness and support for a culture of diversity, tolerance, inclusivity (to include BLM and LGBTQ)	Student voice PARS data on discrimination incidents	Time	
		Complete the application for the Gold Standard Equalities Awards	End of Term 2	BPE/THR/JPO	Application and evidence to be collated and submitted	National recognition of the high level of equality and tolerance within the school	The Award	Time	
P5	Students develop skills to support own well being and resilience/mindfulness/mental health first aid	Re-start of the mindfulness teaching	Term 1	AHA	Groups running	Students are able to practice mindfulness and improve self-management and therefore cope	SLT tracking.		

						with life stresses more effectively.			
		Development of programme of student MHFA representatives	Term 1	LWI	Students selected. Training attended. Programme running in School	Students develop leadership skills and are therefore more employable. Students are able to respond more effectively to peers who need support. Improved culture of awareness and support for mental health issues.	Meeting notes Student voice		

SCHOOL IMPROVEMENT PLAN 2022-2023

Quality of Education   Behaviour   Personal Development   **Leadership and Management**   Governance   Sixth Form

Leadership and Management:								

Summary from SEF:				Success criteria going forward: ● New Leadership team to be embedded ● Pastoral structure to be reviewed in light on the need for additional capacity ● Curriculum and staffing for September 2023 to be reviewed and appropriate planning to be in place				

	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
L1	Ensure safeguarding remains outstanding with special attention to child on child abuse (links with B3 and B4)	Whole staff refresher training September 2022 to contain specific training on Child on Child abuse	T1	JPO/BPE	Training to take place	All staff to be familiar and confident in the role they play in safeguarding students. Students kept safe as a result.	Staff evaluations from training	-	
		Maintenance of the site to ensure that all facilities keep students safe during the School day	T1-6	JPO/DLI	Site surveys to be carried out CCTV to be installed Fencing on the top field to be completed	Site to be secure to ensure that students are kept safe from harm during the School day. Students kept safe as a result.	Site walks Health and Safety Audits	-	
		SCR monthly monitoring checks	Termly	SB/HJO	Monthly checks	Accurate and compliant SCR. Students kept safe as a result.	LGB minutes Visit notes	-	

L2	Further develop the quality and impact of self-evaluation amongst middle leaders	To embed staff accountability on all levels	T1-6	THR/JPO	MLT training on accountability and expectations in Term 1 using the SEF folder and MLT google drive.	MLT shares best practice strategies, aimed at continuing to raise outcomes.	MLT meetings and line management meetings.	-	
L3	Continue to improve reputation of the School through high expectations, standards, attainment and progress	Clear expectations of behaviour in the local community to be communicated to students and incidents of poor behaviour damaging to the School reputation to be dealt with swiftly.	T1-6	JPO/BPE	Termly assemblies	Reduction in incidents being raised with the School Zero repeat offenders	Assemblies Briefing notices	-	
		High quality, well organised promotion of the School to Year 5 and 6 parents and students	T1-6	JPO/HJO	Letters and prospectus sent out to feeder Schools Open evening planned and run	Incoming cohort for 2022 to be at or above PAN	Prospectus Communication with parents and feeder Schools	-	
L4	To create a culture that actively welcomes and engages parents and carers	Ensure all communication with parents/carers is appropriate and follows the Schools protocols	T1-6	JPO/BPE	Emails and telephone messages to be acknowledged on the day they are received and a full response within 24 hours	All correspondence with parents to be polite and respectful whilst maintaining the correct level of assertiveness and clarity Reduction in incidents where the	Parent and staff feedback	-	

						HT needs to intervene			
		Parents evening arrangements to ensure that all have equal access to appointments	T1-6	THR/KRO	Parents evenings to be calendared and run in person or remotely	96% + parents/carers to respond via parent view that they have the option to discuss their child's progress	Emails making parents/carers aware of the evening

% attendance | - | |
| | | Parent voice to be collected twice yearly | T2/T6 | THR | Emails to go out containing the link to the survey Feedback to be shared via the newsletter | All parents/carers to have the opportunity to feedback to School on positive areas and areas for development Actions for improvement to be made as a result | Emails

Newsletters | - | |
L5	Continue to embed staff wellbeing as a key priority across the School	Well being survey and stress management survey to be carried out with staff twice yearly	T2 and T6 WB T3 and T5 SM	JPO	Survey to be carried out	A more detailed understanding of the current climate of staff well being	Copies of the feedback to be shared with staff along with resulting actions	-	
		Staff to receive regular feedback from learning walks, book looks and lesson observations	T1-6	SLT/MLT	Feedback from all sources to be discussed at MLT and SLT and appropriate actions taken	Staff to feel valued and receive useful feedback on their performance	MLT and SLT tracking documents Bright Sport postcards Thank You very much box Staff emails	-	
		Meetings structure to continue to be reviewed in light of workload	T1-6	JPO	Meetings cancelled or postponed if necessary in lieu	Workload to be manageable for staff	Staff feedback	-	

						of workload takes				
L6	Review and adapt the pastoral structure in light of the growth of the school	SWOT analysis to be carried out of current structure	T2-6	BPE/JPO/KSL	SWOT analysis completed	Accurate picture of the strength and weakness of the current situation in relation to growing numbers and capacity	Analysis used to inform next steps	-		
		Staff voice to be collected			Staff voice collected	All stakeholders to have the opportunity to contribute to enable a full and accurate picture to be gathered	Staff voice used to inform next steps	-		
		New structure to be developed and rolled out			Structure created and staff in place for September 2023	Increased capacity in staffing	Job descriptions produced Adverts in place and application process complete	TLR for new posts		

SCHOOL IMPROVEMENT PLAN 2022-2023

Quality of Education   Behaviour   Personal Development   Leadership and Management   **Governance**   Sixth Form

Governance:								
Summary from SEF:				Success criteria going forward:				
	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status

SCHOOL IMPROVEMENT PLAN 2022-2023