

SCHOOL IMPROVEMENT PLAN 2023-2024



School Name :		Somervale School		Updated: 19//02/24	
School Context					
Number of pupils on roll	Total: 774 Boys: 432 Girls: 342	Number of pupils eligible for Pupil Premium and FSM	PP: 188 FSM: 167	Number of students with statement of special educational needs of an education, health and care plan	SEND Action: 195 EHCP: 47
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 FTC ended 2 x members of staff moved to a promoted post closer to home.
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 - 2023	Y9: -0.3 (EAP diff) Y11: 0.3 (P8) Y13: -0.3 (VA SVS students only)	Pupil progress for disadvantaged in 2022-2023	Y9: -0.1 Y11: 0.01 Y13: -0.37	Areas (eg boys, SEND/ subjects, key stage) where progress was less good in 2023	Languages, Geography, Graphics, PE Boys
Overall absence for 2022-2023: Non-disadvantaged: Disadvantaged: Difference:	9.6% 8.1% 13.5%	Persistent Absence for 2022: Non-disadvantaged: Disadvantaged: Difference:	33.2% 28.3% 45.8%	For 2022-2023 Number of exclusions: Total days of exclusions: Permanent exclusions:	69 150 0
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 Pastoral Structure in place with the movement from Heads of Key Stage to Heads of Year Further growth with 176 students joining in Year 7 Increased staffing				



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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

Summary from SEF:

Strengths

- Leaders are clear on the end point of the curriculum that needs to be achieved by all students and the 'golden threads of learning'.
- We have a challenging spiral curriculum that is ambitious and designed to give all students, particularly those who are disadvantaged and SEND, the knowledge and cultural capital they need to succeed in life
- The curriculum is highly effective and successful in ensuring that all students learn and remember more which means they can then perform well.
- The curriculum is adapted for the needs of our cohort . As leaders, we aim to ensure that our students are encouraged in taking advantage of the opportunities and experiences that the school has to offer. This is aimed at addressing some of the social disadvantages in the local community.
- The backbone of the curriculum remains core academic with all students studying maths, English language, English literature, triple science and RE.
- All students study a full and wide curriculum with no narrowing.
- Leaders at all levels have a clear understanding of knowledge students need at each stage to enable them to be successful. Learning is sequenced carefully so students can build secure knowledge foundations.
- In addition to the formal academic curriculum, there is a strong embedded pastoral curriculum of religious education, sex education and philosophy and ethics. This supports the students in becoming educated citizens who are tolerant of others and able to make decisions about their future.
- Reading is key to the success of children at Somervale. Outcomes have improved as reading culture has developed.

Areas for Development

- Improve challenge in lessons for all and outcomes for HPA students
- Ensure all staff use adaptive teaching strategies to improve student outcomes
- Develop oracy and literacy skills across the school. Raising the profile of oracy across the school and developing an oracy culture.

Success criteria going forward

- Students achieve target for P8 (0.3)
- All students are entered for a full curriculum
- Lessons are challenging for all students and staff use T&L non negotiables
- Students reading ages improve and are updated in SIMS termly for staff to use effectively to adapt learning
- Completion of Oracy project

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	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Q1	Ensure that the curriculum is broad and balanced and meets the needs of all learners THR/JPO	Ensure that all SEND students are supported to make progress in line with their peers through adaptive quality first teaching	T1	EHR	Staff training session to introduce School SEND procedures / Information - September Inset	All 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	INSET Day 2
			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	INSET Day 2
			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	

		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	Photocopying costs	
Q2	Further develop adaptive teaching strategies using the teacher toolkit EHR/CEV	All staff know the needs of students and use internal systems effectively to support learning outcomes.	T 1 - 6	EHR	Staff attend training and updates on student profiles.	Staff use Edukey to access student profiles.	Learning walks/department meetings/book looks and lesson observations	Time at New Staff training session	INSET Day 2
			T 1 - 6	EHR	Staff are up to date from training on access arrangements.	Staff support students' normal way of working in lessons.	As above	Photocopying costs	
			T 1 - 6	CEV	All staff have up to date seating plans from INSET day training and review termly or when necessary.	Staff make effective use of seating plans using Talaxy, knowing all student needs, and adapt teaching using flexible seating plans.	As above	Photocopying costs	

			T1- 6	CEV/EHR	Quality First Teaching booklets and resources shared with all staff during INSET and T&L sessions.	All staff use a range of adaptive resources from the Teaching and Learning handbook and T&L sessions.	As above	Time at T&L sessions and photocopying	INSET Day 2
		All lessons use adaptive teaching strategies to improve student outcomes.	T1 - 6	CEV/EHR	Staff use visualisers to model exemplary work, laptops, reader pens, translator tools and speech detect recognition.	All staff use digital technology to support student learning needs.	Learning walks/department meetings/book looks and lesson observations	Time staff training and meetings	
		Staff are trained and confident to use a wide range of resources to support individuals.	T1 - 6	CEV/EHR	Lesson observations and learning walks demonstrate staff using a wide range of resources. Staff use m-w-b, timers, scaffolding, coloured overlays, templates, cloze activities, phonics, work banks, number lines	Staff attend and also deliver T&L Friday sessions to share best practice.	Learning walks/department meetings/book looks and lesson observations	Time staff training and meetings	
Q3	Embed challenge for all through strong consistency, routines and expectations CEV/THR	All staff have high expectations for all learners.	T1 - 6	CEV/THR	All lessons use E, S, C to support student progress.	Lesson non-negotiables are consistent across departments and the whole school.	Learning walks/department meetings/book looks and lesson observations	Time staff training and meetings	

		SOL are reviewed and updated to ensure a high level of challenge for all students.	T1-6	THR/CEV	MLT reviews SOL and reflects on impact to improve outcomes.	Accountability of MLT and class teachers in relation to progress to increase attainment	SLT, MLT learning walks, lesson observations, book looks and student voice	Time and photocopy costs	
		Ensure teaching is designed to help students remember long term content and integrate new knowledge into larger ideas, developing recall and retention skills.	T1-6	CEV/THR	Staff training INSET	Staff use a range of strategies in lessons to support students to develop recall and retention skills.	SLT, MLT learning walks, lesson observations, book looks and student voice	Photocopy costs	
			T1 - 6	CEV/THR	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.	SLT, MLT learning walks, lesson observations, 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/THR	MLT and SLT complete weekly book looks.	Accountability of MLT and class teachers in relation to progress to increase attainment	SLT, MLT learning walks, lesson observations, book looks and student voice	Photocopy costs	
			T1 - 6	CEV/THR	Weekly monitoring of boys books by SLT and MLT	All work completed meets expectations for quality of presentation	SLT, MLT learning walks, lesson observations, book looks and student voice	Photocopy costs	
			T1 - 6	CEV/EHR	Handwriting support sessions are timetabled weekly and progress is monitored.	All students demonstrate improved handwriting and presentation of	SLT, MLT learning walks, lesson observations, book looks and student voice	Photocopy costs	

						work, improving student progress.			
Q4	To further develop oracy and literacy skills across the school JVA/CEV	September inset day to focus on : research, 3 key priorities, self evaluation and strategies Provide staff with an electronic toolkit centred around the 4 oracy strands. Time in department teams to discuss current strategies and targets for improvement.	T1	JVA, HODs	To provide staff with training in oracy and time to embed this into schemes of learning and teaching practice. Update termly in T&L briefing.	Improved staff knowledge and awareness. Improved student progress outcomes across year groups (conceptual knowledge and confidence in vocabulary/ written expression)	SLT, MLT learning walks, lesson observations, book looks and student voice	Inset time Dept meetings Oracy toolkit	INSET Day 2
	To raise the profile of oracy across the school and develop an oracy culture.	Assembly time to promote the value of talk to students Establish oracy routines in tutor time e.g.structured debates on current affairs, oracy games from the teacher toolkit, competitions. Promote the importance of oracy to parents. Work towards the Oracy Culture Award with the ESU.	T1 - 6	JVA/ CEV HOYs All	Raising the profile of oracy through learning walks and student voice. Parent engagement at Parents' Evenings.	Established oracy culture and school award. Higher profile for oracy within the community.	SLT, MLT learning walks, lesson observations, book looks and student voice	PowerPoints for tutor time/assemblees Letters to parents Time for JVA to apply for award	
	To develop opportunities for student talk through	Organise a public speaking event in school.	T1 - 6	JVA/CEV HoDs	Extra Curricular programme is updated termly	Established oracy culture.	SLT, MLT learning walks, lesson observations, book	Cost of external speaker	Poetry by Heart

	extra curricular activities.	Enter students in an external public speaking competition. Invite external speakers into school to work with KS4 students on talk. Start a debate club and/ or drama club Offer opportunities for student leadership as 'oracy leaders'.			and evaluated terms 3 and 6 to measure impact and participation.	Higher profile for oracy within the community	looks and student voiceS	Cost of competition entry and travel Cost of badges for students leaders	event planned
	To regularly monitor and evaluate the impact of oracy across the school.	Termly learning walk to monitor progress. Teaching and learning briefing on oracy (term 2/ term 4). Student voice sample. Evaluate samples of schemes of learning and oracy resources in departments. Keep staff updated on oracy work and developments.	T1 - 6	JVA/CEV	Learning walk feedback provides evidence of impact. Student voice and feedback to staff on next steps during T&L briefings.	Improvements in lesson outcomes and student confidence in conceptual subject knowledge. Improved progress outcomes across the school.	SLT, MLT learning walks, lesson observations, book looks and student voice		
Q5	To ensure that all assessment and feedback enhances students' progress and supports them to	Assessment audit is completed to review the quality and consistency of assessments across all departments	T1	THR/JPO	Audit completed prior to MLT meeting in Term 1	Assessment tasks are suitably challenging and fit for purpose with ascending level of challenge.	Assessment Audit document shared with SLT		Audit completed



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	embed learning THR/JPO	Systems used for feedback are reviewed including use of mark schemes, feedforward sheets and purple pen activities	T1-6	THR	Best practice shared with MLT including clear guidance for further review	Feedback and purple pen is used to address misconceptions and help students to embed learning and make further progress.	SLT book looks		
		Ensure tracking is used effectively to monitor progress and identify students for further support and intervention.	T1-6	THR	Progress Reports completed with assessment data reviewed by SLT and MLT	Assessment data accurately reflects students' ability and is used to inform interventions	Progress Report data shared with SLT		
		Review target-setting procedures for Practical and Arts subjects	T1-2	THR	Targets reviewed and issued to students in Term 1	Students' targets are suitably challenging and fit for purpose	Progress data for practical/Arts dept		Targets issued
		Ensure AfL strategies (adaptive teaching, mini-whiteboards, directed / whole-class questioning, visualisers) are used effectively in lessons to review learning and move students on.	T1-6	THR/CEV	AfL Strategies reviewed at INSET and MLT meetings Best practice shared at T&L briefings	Assessment is used consistently so that teachers accurately understand what pupils know and adapt learning accordingly.	LT, MLT learning walks, lesson observations, book looks and student voice		
Q6	Progress 8 to be 0.3 or above and all groups to be above	Whole School response to SEND to be embedded and effective	Each data review and T6	EHR	Implementation of SEND Development plan Review of progress	Staff supported to develop practice to improve the	EHR	Meeting time	



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	0.0 (Boys, SEND and PP) JPO/THR/OBA					attainment of SEND learners Development areas improved / Attainment for SEND students increased			
	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/CEV	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	-		
	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)	Lesson observations, book looks and student voice		Targets reviewed and in line with girls	

Quality of Education

Behaviour

Personal Development

Leadership and Management

Governance

Sixth Form

Behaviour:

Summary from SEF:

Strengths

- This aspect of our work is a real strength. We make the safety of children our top priority, children and parents regularly say they feel very safe in school.
- The school has high expectations for the behaviour and conduct of all students.
- These expectations are understood by all students and applied consistently and fairly. This is reflected in the students' positive behaviour and conduct. Low-level disruption is not tolerated and students' behaviour does not disrupt lessons or the day-to-day life of the school.
- SLT supports all staff well in managing student behaviour and have reviewed the behaviour management policy because of staff feedback.
- Staff expectations are high and ensure that all students follow appropriate routines.
- Students behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education
- Behaviour sanctions are implemented consistently and respectfully.
- Any students that struggle with this are supported through a series of interventions including sporting family change, off the record and mentoring.
- Leaders, staff and students create a positive environment in which bullying is not tolerated.
- Fixed-term and internal suspensions are used appropriately. The school reintegrates excluded students on their return and manages their behaviour effectively.
- Relationships among students and staff reflect a positive and respectful culture; students are safe and they feel safe.

Success criteria going forward:

- Reduction of PA for vulnerable students
- Staff confidence and skills around managing behaviour to be well developed leading to reduction of incidents within lessons
- Reduction of incidents of risk taking behaviours within school and wider community

Areas for Development									
<ul style="list-style-type: none"> Consistency of behaviour approach from all staff members Developing culture of attendance is everyone's business 									
	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
B1	To develop robust structures to monitor, evaluate and review attendance to ensure: <ul style="list-style-type: none"> Persistent absenteeism remains below national Attendance of vulnerable groups increases 	Identify potential PA and vulnerable students through clear monitoring and structure. CPD for all staff of attendance. Year Leaders and Attendance lead to confidence in new structures around attendance and holding attendance meetings. Review and update Letters and communication with parents/carers	T1-6	BPE	Focus attendance meetings on PA and vulnerable students. Engage parents and students in attendance meetings Train staff to Begin every conversation with home with attendance.	Reduction in PA and improvement in attendance for vulnerable groups Attendance is seen as everyone's business, all communication with parents/carers begin with attendance mentioned from all staff.	Reduced PA for cohort and sub-groups Overall increase in attendance .	Time	New systems in place
B2	To further embed a refreshed structure	Continue to improve staff's ability to	Term 1	BPE	Staff confident in addressing	Students will be clear about	Learning walks Galaxy data	Time	INSET Day 2



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	<p>for behaviour management that focuses on:</p> <ul style="list-style-type: none"> • Empowering staff • Ensuring greater consistency 	<p>consistently apply behaviour expectations through staff training in Sept 23, linked to behaviour and use of new recording system (Talaxy)</p>			<p>behaviour and recording on Talaxy.</p>	<p>expectations. Staff will maintain consistently high expectations of all Students. Lessons are not interrupted by behaviour</p>	<p>Termly Behaviour data including suspension data Staff feedback</p>		
B3	<p>Relaunch a new rewards structure that builds on the strong ethos of the school</p>	<p>Introduction of recognition and reward structure through staff CPD, student assemblies and a continued celebration of student achievement.</p>	Term 1	BPE	<p>CPD to all staff on recognition and reward. Assembly to be held for students.</p> <p>All Staff are confident in using recognition and reward in every lesson to reinforce positive behaviours and aspirations</p> <p>Students are recognised on a weekly basis in assemblies and tutor times</p>	<p>Students feel they are recognised for their attitude and positive behaviours leading to greater motivation and pride. Aspirations of students increase.</p>	<p>Staff feedback Student feedback Talaxy data Parental feedback</p>	B3	<p>Student voice being added</p>

B4	Foster a greater culture of community and what that means at Somervale	Introduction of House system to support community	Term 2	BPE	Houses chosen, launch assemblies Program of house events throughout the year	Students develop a greater sense of community across the school, leading to a greater feeling of pride and support for all.	Student feedback Staff feedback		
B5	Reduce incidents of risk-taking behaviour both within and outside of the school BPE	Continue to embed culture of the students behaviour both in school and within the wider community and working with external agencies to support students in reducing such behaviours.	Through out the Year	BPE	Monitoring behaviour and trends to identify areas to address Engage with outside agencies to deliver assemblies and work with key students Embed tutor program to look at risk taking behaviours	Reduction in Students engaging in risk taking behaviours and increase in awareness of potential Issue and outcomes All students feel safe in School and within community Reputation of school continues to be positive	Monitoring of behaviour data and suspension data highlighting specific reasons for these Feedback form students and parents		

Quality of Education

Behaviour

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Sixth Form

Personal Development:

Summary from SEF:

Strengths

- The school's curriculum extends beyond simply the academic and vocational to ensure that all students are prepared for life outside school.
- Our students are supported to develop into confident, resilient and independent learners with a strong strength of character.
- The pastoral care system is excellent with all students reporting that they feel safe in school and have a trusted adult to approach if they need help.
- Students are provided with information to educate them on how to stay safe and recognise the factors that could affect their ability to be safe.
- Students are prepared for their place in the modern world through a curriculum designed to develop their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- We promote equality of opportunity and diversity throughout the school.
- Our students understand, appreciate and respect differences in the world and its people and celebrate the things we share in common across cultural, religious, ethnic and socio-economic communities.
- All students have access to careers education through the PSHCE curriculum in KS3, visiting speakers and school visits. Students are prepared for the options process through discussing future careers paths. At KS4, all students receive a careers interview with a trained careers adviser, access to a work experience placement and visiting speakers from post 16 and apprenticeship providers.
- When questioned, over 97% of students say they want to do well in school and understand the importance of working hard.

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
- Students able to identify areas of support when addressing their own mental health



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<ul style="list-style-type: none"> The school has virtually no incidents of prejudice recorded or seen/heard. This is supported by surveys of children and parents. <p>Areas for Development</p> <ul style="list-style-type: none"> Student Leadership to have a positive impact on the school Structured tutor program Identifying and signposting of mental health support for students appropriately 									
	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
P1	Ensure that all students are aware of how to keep themselves safe and avoid risk-taking behaviours BPE/JPO	Deliver range of assembly teaching the students how to stay safe both within community and online and how to respond to incidents if they occur.	Throughout the Year	BPE	Assembly created and shared with all students Engage with outside agencies to deliver assemblies	Reduction in Students engaging in risk taking behaviours and increase in awareness of potential Issue and outcomes All students feel safe in School.	Student voice Parental feedback Behaviour and safeguarding data linked to these areas	Time and potential external speaker costs	Police drops in Assemblies have been held Project 28 running assemblies SMSC audit to be completed
		Tutor program to cover these topics	Throughout the Year	BPE	Specific tutor sessions to be created. CPD to be given to staff delivering Shared with all students	Reduction in Students engaging in risk taking behaviours and increase in awareness of potential Issue and outcomes All students feel	Student voice Parental feedback Behaviour and safeguarding data linked to these areas	Time for planning	

						safe in School.			
P2	Promote mental health resilience and wellbeing for all BPE/AHA	Further development of PSHE curriculum which provides current research and support for MH and Wellbeing	Through out the year	BPE/ABR/AHA	Review of current scheme of learning. Learning walks	Improved culture of awareness and support for mental health issues Students are able to identify signs and strategies for their own wellbeing and Mental Health.	Learning Walks PSHE curriculum review Student feedback Mental Health Audit		
		Development of programme of student Wellbeing ambassadors linked through specific external training and accreditation	By end of Term 2	BPE/AHA	Launch, Applications and selection. Sessions running	Students develop leadership skills and are therefore more employable. Students are able to respond more effectively to peers who need support.	Student feedback Mental Health Lead review Completion of accreditation	Training and accreditation cost	
P3	Encourage respect and tolerance of others BPE/JPO	Specific tutor time discussion and Assembly programme to include these themes	Through out the year	BPE	Planned schedule of Themes for tutor time assemblies.	Students feel Comfortable and safe in School due to increasing awareness and support for a	Student, parent and staff feedback	Time for planning	SHO held an assembly around tolerance armistice

						Tolerance and respect.			
P4	All students to have access to high quality and relevant careers education to raise aspirations SDA/THR	Students provided with accurate and thorough careers education through Assemblies Workshops Visits 1:1 IAG guidance Use of tutor programme PSHE	Throughout the year	SDA	Schemes of learning in place Workshops held tutor programme in place	All students to have access to high quality and relevant careers education that supports them to making the appropriate choices about destinations	Student destinations Student voice	-	
P5	To develop further opportunities for student leadership	To introduce Student parliament, House Captains and Senior Students role.	By Term 3	BPE/OBA	Launch, Applications, hustings leading to selection & train Students in leadership	Greater leadership Development for students. Improve culture of the School and Aspirations for all.	Student and Staff feedback	Time for meetings	Student Learning Group has started again

Leadership and Management:

Summary from SEF:

Strengths

- We believe leadership at all levels to be good. All leaders share the strong and ambitious vision for the further development of the school. Integral to this is the shared core value that all students deserve access to a high quality challenging education.
- This vision is shared with the wider school community through newsletters, assemblies and all day-to-day dealings with students and parents.
- The school has demonstrated its significant capacity to improve and when there are concerns, the school can address them rapidly and robustly.
- Subject leaders review and monitor their curriculum to ensure that schemes of learning are challenging to the more able students as well as sufficiently scaffolded to support the less able.
- All leaders within the school foster an inclusive culture and work effectively with all stakeholders. Leaders are approachable and supportive of staff. They are respectful in their dealings with all colleagues and actively look for ways to reduce their workload. Leaders protect their staff from bullying and harassment from both colleagues and parents. The school has a strong culture of safeguarding.
- Our knowledge of individuals and groups is impressive and has led to carefully targeted intervention.
- Workload is always an issue in schools, nevertheless, we are trying to make workload less for teachers whilst still adhering to teacher standards.
- Governors are effective and hold school leaders to account robustly. They are supportive and involved in the work of the school at a strategic level.

Areas for Development

- Growth of leadership at all levels as the school continues to increase in size

Success criteria going forward:

- The school continues to offer the high level of personalisation and attention to detail that is known for as it continues to grow in size

	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
L1		Whole staff refresher training September	T1	JPO/BPE	Training to take place	All staff to be familiar and	Staff evaluations from training	-	INSET Day 2

	Ensure that all aspects of safeguarding are robust JPO	2023 to contain specific training on home school procedures				confident in the role they play in safeguarding students. Students kept safe as a result.			
		Maintenance of the site to ensure that all facilities keep students safe during the School day	T1-6	JPO/HJO	Site surveys to be carried out 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	Maintenance of the site to ensure that all facilities keep students safe during the School day	LGB H&S has taken place. H&S audit taking place
		SCR monthly monitoring checks	Termly	LGB/HJO	Monthly checks	Accurate and compliant SCR. Students kept safe as a result.	LGB minutes Visit notes		Term 2 review completed
L2	Enable all staff to develop as practitioners and leaders through a bespoke and impactful CPD programme CEV	Staff to participate and lead sessions for the MAT and school CPD programme	T1-6	CEV	Identify staff to lead CPD sessions for the MAT and school	Developing staff skills to impact within the school	MAT sessions, teach meets, subject meets, INSET, T&L briefing, OLEVI	Time and photocopying	INSET Day 2
		Identify staff for MAT CPD (CTP, OTP, OLE & SOLE) and NPQ courses	T1-6	CEV/THR	Staff to be identified for CPD sessions	Staff to deliver T&L sessions to share expertise			CTP being held on site. CEV

									to run sessions
		Establish new coaching programme	T2-4	CEV	Staff to be identified for internal 6 week coaching using previous OTP delegates to coach identified staff	Improving best practice and outcomes for staff through reflective and empowering coaching	SLT and staff feedback		VTH, MGE and CKE to start coaching staff
L3	To further develop strong links with parents/carers and the wider community JPO/THR	Ensure all communication with parents/carers is appropriate and follows the Schools protocols	T1-6	JPO/THR/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 HT needs to intervene	Parent and staff feedback	-	Increase in parental complaints around this issue
		Parents evening arrangements to ensure that all have equal access to appointments	T1-6	THR/KST	Parents evenings to be calendared and run in person or remotely	96% + parents/carers to respond via parental surveys that they have the option to discuss their child's progress	Emails making parents/carers aware of the evening % attendance	-	YL and SENCO to contact parents about SEND and PP to pre-book appointments
L4	Ensure that communication with all stakeholders	Website to be reviewed to ensure that all information is	T1	JPO/HJO	Website to be effective	Parents/Carers and wider community to be signposted to relevant	Website	-	

	promotes and enhances the reputation of the school JPO/HJO	accurate and up to date				information quickly and easily			
		Use of Facebook and Twitter to be reviewed	T1	JPO/HJO	Social media to be in light with the ethos and culture of the school	Social media to be used to promote the school and show all aspects in a positive light	Social Media examples	-	
		Format of the newsletter to be reviewed	T1	JPO/HJO	Newsletter to be adapted in light of parental feedback to make it more impactful	Communications with parents to be positive and useful	Appropriate and effective communications to be in place	-	
L5	Ensure that the appraisal and accountability structure is used to support and challenge areas identified for improvement JPO/CEV	Appraisal structure to be in place and implemented with targets being set for all and reviewed	T2 -T4	JPO	Targets set and reviewed in March	All staff to have access to detailed constructive feedback	Copies of appraisals and reviews	-	
		A robust and relevant CPD programme to be in place to support and up skill staff	T1- 6	CEV/DPO	CPD programme to be in place and shared with staff	All staff to have access to relevant and impactful CPD to improve practice	Data on engagement with programmes	-	Internal events in place. Staff referred to external sources
		Teachers experiencing difficulties to have access to a detailed and robust support programme	T1-6	CEV/THR	Relevant staff to be identified	Programme to be in place	Improvements in practice to be observed	-	

L6	To lead on the further growth of the school whilst maintaining the existing culture and ethos JPO	Staffing structures to develop in keeping with the increased student numbers	T1 - 6	JPO/HJO	Gaps in staffing to be identified with increased numbers Adverts placed and staff appointed	All curriculum areas to be staffed for September 2024	Timetable to be written with all classes covered with a subject specialist		Appointed additional support
		Review of support staff to ensure that is appropriate coverage			Gaps in staffing to be identified with increased numbers Adverts placed and staff appointed	Staff capacity and ability to work effectively supported through the appointment of additional staff	All areas of the school to be staffed fully and appropriately		
		Carry out a site review focusing on the use of space as the school develops further			Survey to be carried out and plan of works in place	The school to grow to over 800 students whilst maintaining its successful culture of a medium size school	The school site to function successfully and appropriately as it continues to grow		
L7	To continue to embed staff wellbeing as a key priority across the school JPO	Stress and well being survey to be carried out twice a year	T2 and T6	JPO	Survey 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	-	
		Meetings and assessment structure to be reviewed in light of workload	T1-6	JPO	Meetings to be cancelled or postponed if necessary	Workload to be more manageable for staff	Staff Feedback	-	
		Employee Assist Programme and other areas of support to be highlighted to staff	T1-6	JPO/HJO	Information to be shared with staff regularly	Staff to have access to independent areas of support	Reduction in staff stress and improvement in staff wellbeing	-	

SCHOOL IMPROVEMENT PLAN 2023-2024



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



Somervale
School

SCHOOL IMPROVEMENT PLAN 2023-2024


