

School Improvement Plan Priorities 2017/18

Whole School Focus: 'Working together to be the absolute best we can be'

- Deliver effective learning for disadvantaged pupils (DP) with aspirational target setting, contextual seating plans, enhanced planning and feedback, effective identification of barriers and intervention strategies to support where work is missed, and the use of the approaches below to ensure these pupils make strong progress.
- Develop teachers' skills in identifying gaps in pupils' knowledge so work set is consistently tailored for classes and individuals and effective approaches to feedback are refined. A whole school performance management focus for all teachers is the use of PiXL strategies including personal learning checklists (PLCs) and a diagnosis –therapy – testing approach (DTT).

Specific Post Ofsted Focus (December 2016):

- The progress made by disadvantaged pupils in English, mathematics and history continues to improve.
- The absence of the small group of disadvantaged pupils and pupils who have special educational needs and/or disabilities who do not attend as regularly as their peers is decreased.

Performance trends and targets

	2016**	2017**	2018 (Target)*
Progress 8	-0.07	0.17	0.25
Progress 8 DP	-0.78	-0.32	-0.20
Progress 8 En	-0.01	0.05	0.10
Progress 8 Ma	-0.17	0.06	0.10
Progress 8 EBACC	-0.07	0.05	0.12
Progress 8 OPEN	-0.04	0.45	0.60
English 4+/Grade C %	77	80	75*
Maths 4+/Grade C %	68	70	78*
English 5+ %	-	63	57*
Maths 5+ %	-	46	60*

*FFT20 Target

** SISRA Analytics

Attendance

	2015-2016	2016-2017	2017-2018 (Target)
Overall	95.8%	94.08%	97.0%
Persistent Absence	5.27%	9.93%	6.0%
Overall DP	93.57%	90.88%	95.0%
Persistent Absence DP	11.28%	23.37%	12.0%
Overall SEND	92.54%	91.99%	95.0%
Persistent Absence SEND	12.35%	12.26%	10.0%

All Classroom Teachers - plan and deliver high quality first teaching that meets the needs of all

- Use a variety of information sources including EHCP, prior and current attainment and targets to ensure planning challenges all learners and meets their learning needs
- Have contextual seating plans for all classes that identify clearly disadvantaged learners
- Ensure visible evidence of all pupils making progress in all lessons including through the use of PLCs and a DTT approach to teaching
- Provide regular, high quality marking and feedback for pupils of all abilities that offers clear next steps learning



- Record pupil attendance/punctuality for all lessons
- Develop opportunities for pupils to develop their numeracy and literacy skills across the curriculum.

Team Leaders - be responsible for provision and outcomes by providing strong leadership of teaching, learning and assessment

- Have confidence in evaluating accurately all teaching and learning and in supporting, developing, directing and instructing those in their teams requiring development
- Support and challenge all teachers so that all pupils make strong and sustained progress overtime
- Ensure lessons start promptly and pupils are learning from arrival to lessons
- Use the planned whole school quality assurance (QA) systems to ensure expectations and challenge for pupils' learning is having impact
- Monitor pupil progress through the planned data collections, collecting robust calibrated data and pupil progress checks to improve consistency in tracking and to ensure early interventions accelerate learning for all
- Ensure marking and feedback is regular and supports and secures high level of progress for all pupils through regular work scrutiny
- Enable collaborative team planning to support curriculum development and assessment
- Monitor planning to ensure it facilitates learning and progress
- Have 1:1 monitoring, evaluation and review conversations with their team so that there is a robust level of challenge where required.

Senior Leaders - 'high expectations for pupils and teachers'

- Communicate a clear and explicit vision with ambitious expectations for the whole school community and lead by example
- Act as strong leads for curriculum clusters to focus together on improving teaching and learning, resulting in learning that secures strong and sustained progress for all pupils
- Sustain high standards by focusing on pupil progress through clear and consistent planning, sensitive and appropriate QA and the setting of aspirational targets
- Develop a curriculum which meets the needs of ALL pupils, preparing them for modern life
- Continue to create high quality opportunities for continued professional development matched clearly to the needs of teams and individuals
- Motivate staff to explore and develop new and exciting strategies for teaching and learning
- Establish a deep and accurate understanding of the school's performance
- Develop a culture of high expectations, aspirations and scholastic excellence
- Model and foster the highest expectations for social behaviour among pupils and staff so that respect and courtesy are the norm
- Ensure all pupils are safe, attend school regularly and are prepared for life in modern Britain.

Governors - hold the school to account to ensure no pupils fall behind or underachieve

- Governing Body to continue to challenge the Senior Leadership Team and act as a critical friend and have an accurate understanding of the school's key areas (above)
- Are fully aware of pupil performance and outcomes and any barriers to strong progress and success, including that of disadvantaged pupils
- Communicate, share and evaluate their priorities for the school (GB action plan) in partnership with senior leaders.

