

School Improvement Plan [SIP] September 2017 Improving the Quality of Teaching and Learning - Link to Vision we recognise uniqueness. As a community we support one another to flourish. March 2018. Equality and Diversity plan is highlighted

Impact when we succeed	Milestones in October	Milestones in December	Milestones in May	Ofsted action required link
<ul style="list-style-type: none"> - All learning in the school provides stretch and challenge. All students think hard and in depth often. - As a result all students are making good progress. - Disadvantaged pupils and SEND make rapid progress and the attainment gap for the disadvantaged closes rapidly. - Students and staff are clear what they need to do next to improve further and strive to achieve this. - Student and staff have individual dialogue through assessments and the marking. They both value this and reply with thought to each other 	<ul style="list-style-type: none"> - September Subject Leaders (SL) launch all schemes of work which are planned and in line with the national curriculum, provide stretch and challenge with scaffolds for SEND. Extended writing opportunities are mapped throughout. Enquiry approach to learning with learning questions is common in all schemes of work. - September within each scheme each half termly assessment provides accurate and moderated assessment of student's skills in that subject, their progress and attainment. These are in student speak and support students to know what to do next to improve. Senior Leaders (SL) - September (MR and JG) quality assure Foundation schemes to ensure criteria fulfilled and (CM and DK) Quality assure (QA) Core. Where intervention is needed errors are corrected within the first two weeks. - July 2017 Schemes of work are mapped by SL to identify links to literacy and numeracy and our Christian values and staff are aware to highlight these in lessons. Launched in September and evidenced in learning walks by October. SL - September Whole School marking policy is relaunched and students continue with their books. CM Literacy SPG, and returning to the learning question. QA calendar 	<ul style="list-style-type: none"> - November first Governors report based on data and quality assurance shows impact of interventions on SEND and disadvantage. - For those in school progress has been rapid. SL - November new target groups identified and interventions groups in place and operational. SEND and disadvantaged tracking shows clear expectations and criteria for success. DK, LS and EF - Subject leaders and teachers have identified PP for performance management, learning walks identified and teachers grouped into PP groups to focus on students and progress forward. - November all students have clear assessment sheets with ways forward in student speak in their books. QA SL and SL - November Extended writing is evidenced in all books and the target sheets are in use throughout the school. SL and SL - November all presentation is satisfactory. Any poor presentation is eradicated. ML and SL Still areas of problem in Maths Feb 2018 and Disadvantaged and SEND. - November new quality assurance calendar in place and SL and ML following it. - First set of coaching programmes have conclude in November and show progress and or staff moved to formal process. SL 	<p>Impact :Expressive arts develop and extend the number of students achieving above in their attainment from December to Easter and May. 30% plus.</p> <p>Action :They adapt the schemes of work to ensure that there are weekly opportunities for students to stretch to this and that students are clear what they need to do to achieve above. In particular:</p> <p>Art – stretch and challenge is day to day feature of lessons where students are given opportunities to achieve above in the work they complete. SW adapted to focus on this challenge. The Easter and May data trawls show more year 6 and year 8 achieving above in their attainment and this can be seen in the work that they are achieving in their art books and in the learning walks.</p> <p>Music review their schemes of work to ensure that performance and competition have opportunities for the development of greater depth. Topic home works in reggae and blues analysis also revamped to include greater depth theory. Assessments reviewed to ensure the accuracy of Above in their judgements are we moderating too hard? Use Freman as support for this judgement.</p> <p>DT – adapting schemes of work and resources to ensure that there is challenge and differentiation in all Food tech lessons. Providing opportunities to return to products to improve to show progress.</p> <p>Wood tech/ graphics clear challenge identified for highest performers and all students aware of the criteria to reach this.</p> <p>PE clear criteria evidencing the skills in each sport and published to students so that they know what to do to achieve. Higher ability challenged throughout lesson and clear when questioned in learning walks what that challenge is and how they will achieve it.</p>	<p>Making sure that teachers' assessments of pupils' attainment and progress are accurate and making sure that targets set by teachers for pupils help them to make better progress in their subjects - Amber in Music too hard and History – too hard.</p> <p>Making sure pupils have time to reflect on their learning and teachers consistently apply the marking policy.</p> <p>Using information on pupils' progress to plan more accurately for learning and constantly check on their progress to make sure that they achieve as well as they should.</p> <p>Making sure that most able students are consistently challenge by the teaching they experience.</p>

	<p>evidence shows that time is given in lessons to students and they respond well. This is in evidence in the September and consistent throughout in October. SL</p> <ul style="list-style-type: none"> - September Classroom teachers and SL focus on presentation with zero tolerance all poor presentation is identified swiftly and addressed and evidenced in books. Within the first two weeks of September all poor presentation addressed. Heads of Year and SL - July SL create a calendar of work scrutiny and learning walks to ensure that all staff are planning for individual progress. Where concerns arise intervention is within 24 hours. Middle leaders include subject and heads of year (ML) SLT Governors Sandra Jones SJ monitors every 3 weeks. SJ - September Disadvantaged students and SEND are identified and targeted this term to ensure that they are making rapid progress. All interventions are individualised. Where withdrawal takes place there are clear entry requirements, and exit requirements and evidence of progress. Dawn Kitchener and Louise Sanders (DK/LS) to provide the data. SL EF and DK/LS to collate entry and exit data and interventions impact. Reported in October to Governors. 	<ul style="list-style-type: none"> - Twilight sessions with particular SEND students identified focus on reading strategies. Parents engaged and involved. 	<p>Impact English March data shows students tracking above national (40%) in Above (greater depth) for writing and reading – now needed in GPS. Key stage 2 40% plus by May SAT.</p> <p>Key stage 3 year 8 focus on skills development for the new challenging reading scheme of work and to continue to increase the number of year 8 in the above category for writing. 35% plus AT and AB 85%.</p> <p>Action : Key stage 2 Schemes of work in place to support development of exam skills for greater depth with timed delivery. Planned weekly time to practise. Mock 4 week build up, planned lesson time with clear differentiation for the above students.</p> <p>Impact Maths Interventions in place to increase the closing of the gap for the most vulnerable students. Specific focus on our 12 PP students to move into at or above. Key stage 2.</p> <p>Action: Weekly monitoring and joint planning of interventions with HOD to ensure progress. HOD timetabled to lesson and interventions to support classroom teacher to close the last gaps prior to SAT.</p> <p>Impact: Science to increase the number of students achieving Ab in their subject. 30% plus end of key stage 2 and 3.</p> <p>Action: Reading introduced as home learning focus, LA to moderate assessments and more opportunities for greater depth mapped and examples given to students.</p> <p>Impact MFL To reduce the number of students working toward in year 5 and 8 and to increase the number of above in year 8 and year 6.</p>	
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	<ul style="list-style-type: none"> - Class room teachers CT focus immediate intervention/ classroom support on the disadvantaged and SEND pupils for this half term. - Twilight sessions focus on specific Disadvantaged students, and SEND students and strategies for success in the key areas of Literacy, writing and target setting. Challenging and high expectations. CM and (EF) - September Performance management Staff targets focus on rapid progress for SEND and the Disadvantaged. With specific students identified. Year group priority 6,5,8,7. SL Governor QA through Resources committee October. 		<p>MFL</p> <p>Further differentiation of resources and schemes to push top end with examples of what greater depth looks like. CTI groups for PP.</p> <p>Impact Humanities moving the significant number of children who are AT in their year 8 and year 6 data to above – over 30%. PP student attaining well in this subject.</p> <p>CTI groups focused on the above potential students, criteria made clear and in depth marking of assessments and students able to return to improve their answers. Skills review in Schemes of work to ensure that year 8 curriculum builds towards GCSE. Geography locational knowledge and discursive writing with evidence. History discursive writing.</p>	
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<ul style="list-style-type: none"> - Students write well and at the level of their English in whatever subject they are in. Students use their English targets to support their writing in whatever subject. Yes in Humanities but work to be done in Science. - Students read regularly and have opportunities to read non-fiction text that challenges them with new vocabulary and context. - They have a series of strategies to support them when they are unclear of the meaning of a piece of text. - Learners are active and when stuck they have a variety of strategies to know what to do to help themselves. Year 6 and 7 including most PP but year 8 PP and Year 5 developing. - Students are growing in self-reliance in their learning and ask questions and challenge themselves. Year 5 still developing across all subjects. In maths still PP students and LA and HA for reasoning resisting – but moving forward. 	<ul style="list-style-type: none"> - June Launch active listening what does it? September launch with all stakeholders active listening, what does it look like and mean? Heads of Learning (HL) September onwards Quality assure active listening in learning walks. (PB) - September Literacy targets are re launched the Quality Assurance calendar monitors and intervenes to ensure they are in full use. By the end of September all subjects have used them for extended writing. (Exceptions PSHE, Computing, PE and MFL) CM - From September SL include examples of high quality answers as models for students to see when completing assessments and during extended pieces of writing. SL QA via line management October. - October QA calendar evidences that exploring why a model is “good” against a mark scheme is a frequent feature of lessons. - September Literacy targets are reintroduced and used across the board when writing occurs. Each SL has worked with CM to develop models to support writing in their subjects. Go back and develop with Science - All schemes of work include opportunities for writing. In Humanities this is weekly in support of English from September. (GB) JG 	<ul style="list-style-type: none"> - November Governors receive a half termly report on responses to marking alongside the data and progress report. This shows that marking is meaningful and a strong dialogue has developed that shows progress. SL JG Exception PP in year 5 and one or two in other year groups see spreadsheet. - Governors receive H Y reports of homework impact and completion Nov this shows that completion rates are above 90% including disadvantaged and SEND. PB JG EF - Governors receive report on active listening and progress towards. This triangulates with the November progress data. Heads of year target individuals not reaching this standard consistently from SL schemes of work have opportunities every two weeks to read with challenge a piece of text related to their subject. SL QA November launch. - Homework reading packs are created by all subjects to support the challenge and parents offered training on how to use them. November Reading packs are differentiated and really push our high end student. CM JG November launch. Changed to reading starters in lessons introduced in foundation subjects. - Twilight sessions focus on the disadvantaged and SEND 	<p>Parent Questionnaire identifies homework is appropriately set – parents’ opinions. Year 5 and 8 already completed.</p> <p>Key issues for stakeholders understanding what exactly is set – particularly for PP and SEND. Even experienced by LSA.</p> <p>Homework review has taken place and all stakeholders consulted. Show my homework met with all stake holders and new system agreed and trialled in the Summer.</p> <p>What my child is learning is published on the website with additional areas of support for parents for this term and next. Reading emphasises.</p> <p>Reading packs created in Science for homework and this is then modelled in all subject areas post Easter with reading detective questionnaires differentiated with high challenge for our above students.</p> <p>Twilight takes place on how to support reading in the classroom and at home for all staff with strategies from English advisor 2 sessions in April and May. Learning walks evidence strategies in place.</p> <p>Modelling continues to be seen as common place in learning walks and lessons particularly in assessments.</p>	<p>Making sure that all teachers set homework, when it is appropriate to do so, as indicated in the school’s homework policy Issue remains for PP where bespoke LSA much improved but ICT homework causing problems.</p> <p>Making sure that most able students are consistently challenged by the teaching they experience. Further work expressive arts and year 5 MFL where first school language strong.</p>

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<p>- Homework is seen by students, staff and parents as meaningful and supporting students to become independent in their learning. PP and SEND much improved but still work to be done with a minority.</p>	<p>- September: The homework policy is launched with all stake holders and parents have an opportunity to explore and understand the challenge element of the homework. CM JG</p> <p>- June Learning support assistants (LSA) assigned to specific PP students to support home learning. Clear criteria identified as to what the issues are and measured at the end of the half term as to outcomes. EF</p> <p>- September English lessons are launched with a weekly library session. Schemes are planned to support students to read challenging text and explore and engage with language they are unfamiliar with. The first CTI group to support are the disadvantaged. DK</p> <p>- SEND reading programmes begin in September with clear criteria for each student as to what they need to do to improve. Parents are communicated with and supported to help at home. October reports show progress is being made. EF</p>	<p>students and supporting them to engage with text with a focus on the higher ability disadvantaged. November CM</p> <p>- Teaching and learning groups explore the growth mind-set and our thinking characters designed by students. Students form part of this group and together they explore what strategies can be used when you are really challenged. Each teacher identifies a class and control group and uses research methods to support their learning. Re focused on PP students LS/CM</p> <p>- Homework is reviewed with Parents and feedback shows that the majority of Parents understand challenge element of the homework. JG</p> <p>- Disadvantaged homework support is having impact and data shows that students who historically struggles are now making progress.</p>		
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