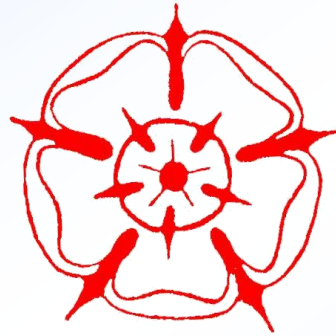


Carshalton High School for Girls

A Specialist Humanities and Arts College



School Improvement Plan 2011/2013

Community

Harmony

Success

Growth

School Improvement Plan 2011 to 2013 - OUTCOMES

Achievement

Key Stage 3

- Robust data system to track % of students making 4 sub-levels of progress in English, Maths and Science from KS2 SATs to the end of Year 8
- Robust data system to track % of students making 4 sub-levels of progress in all other subjects from internal assessments carried out on entry to the end of Year 8

Key Stage 4

- % of 5 A* to C grades including English and Maths at or above the national average
- % of students making 3 levels of progress at or above the national average in all subjects

Key Stage 5

- % of students achieving A*/A/B increased to a minimum of 45%
- All subjects achieve a minimum of '4' ALPS score
- Retention rate from Year 12 to Year 13 at least 90%

Teaching

- 'Good' or 'Outstanding' lessons the norm across the school
- CHSG APP Framework in place and used consistently to inform and drive teaching and intervention
- Literacy, Numeracy and ICT across the curriculum an integral part of teaching and learning

Behaviour and Safety

- Behaviour across the school at least 'Good' at all times
- An enhanced model of Care, Guidance and Support in place, linking all aspects of the school (building on current 'Outstanding' Ofsted judgement)
- Attendance above the national average – minimum of 94%

Leadership and Management

- Leaders at all levels drive a culture of securing improvement
- Secure financial management
- Improved engagement of parents with the vast majority happy with provision

Other

- Premises Development Plan in place to enhance facilities and the learning environment

Objective Supported: Achievement

Activity 1: To raise achievement and improve progress at KS3

Key Manager: AMC

Outcomes:

- Robust data system to track the % of students making 4 sub-levels of progress in English, Maths & Science from KS2 SATs to the end of Year 8
- Robust data system to track the % of students making 4 sub-levels of progress in all other subjects from internal assessments carried out on entry to the end of Year 8

Actions/steps

- Baseline assessments established across all subjects (AMC)
- Half- termly assessments to be incorporated into SoW and recorded on SIMs (AMC)
- Moderation and intervention planned and implemented in all subjects (AMC)
- Implement action plan on Parental Engagement linked to assessment/progress (AMC)

Success Criteria

- CHSG APP Framework in place and consistently used across all subjects
- Evidence of continuous evaluation of all students' progress in all subjects
- Subject intervention in place based on above
- Enhanced role of MLT in securing progress of all students in all subject areas

Monitoring and Evaluation

- KS3 Tracking data
- SLT Line management meetings
- Review Parental Engagement action plan
- Stakeholder voice

Objective Supported: Achievement

Activity 2: To raise achievement and improve progress at KS4

Key Manager: AMC

Outcomes:

- % of 5+ A* to C grades including English and Maths at or above the National Average
- % of students making 3 levels of progress from KS2 to KS4 at or above the National Average in English and Maths
- % of students gaining A* to C grades in all subjects at or above the national average

Actions/steps

- Further develop and enhance the many aspects of RAP across KS4 according to need (AMC)
- Implement Maths action plan reviewing and amending annually as required (AMC/CF/STB)
- Develop aspects of RAP that focus on achievement in Science and EBACC subjects (AMC/Science and EBACC subject leaders)
- Implement action plan on Parental Engagement linked to parental engagement in learning (AMC)

Success Criteria

- Earlier identification of underachievement and intervention
- RAP project successful in responding to external, school and individual needs
- RAP project meets external, school and individual requirements
- Parental engagement action plan in place

Monitoring and Evaluation

- KS4 Tracking data
- SLT Line management meetings
- Review Parental Engagement action plan
- Stakeholder voice

Objective Supported: Achievement

Activity 3: To raise achievement and improve progress at KS5

Key Manager: AE

Outcomes:

- % of students achieving A*/A/B grades increased to a minimum of 45%
- All subjects achieve a minimum of '4' ALPs score
- Retention rate from Year 12 to Year 13 at least 90

Actions/steps

- Implement the 6th Form matrix to enable earlier identification of underachievement and intervention (AE/AD)
- Develop the use of ALPs to better inform planning for teaching (AE)
- Implement a system of regular subject review (see Leadership and Management) (AE)
- Develop a formalised intervention programme across subjects and in the run-up to examinations (AE)
- Review induction and skills-based learning to enhance transition and develop independent learning (AE/AD)
- Develop a programme of rewards for the 6th Form linked to the whole school policy (See Behaviour and Safety) (NH/AE/AD)

Success Criteria

- Curriculum offer in place that meets the needs of all students and provides Value for Money
- PiXL principles embedded into 6th Form practice
- Enhanced assessment and tracking systems in place
- Evidence of earlier intervention in all subject areas and a formalised programme in place in the run up to examinations
- Evidence of use of ALPs by all staff to inform planning for teaching

Monitoring and Evaluation

- ALPs scores
- AS/A2 results and exam analysis
- ALIS
- Stakeholder voice
- Half- termly review of 6th Form matrix

Objective Supported: Teaching

Activity 1: To secure consistency in high quality teaching across the school

Key Manager: MJS

Outcomes:

- 'Good' or 'Outstanding' lessons the norm across the school
- CHSG APP Framework in place and used consistently to inform and drive teaching and learning
- Literacy, Numeracy and ICT across the curriculum an integral part of teaching and learning

Actions/steps

- Continue to develop APP and AfL pedagogy with an emphasis on written feedback and aspects of peer and self assessment (MJS)
- Develop accelerated learning opportunities for most able in all lessons (MJS/NH)
- Embed Literacy and Numeracy policy and practice across the curriculum (AE)
- Develop curriculum provision to embed targeted intervention on entry (AE)
- Further develop extra- curricular provision to support and enhance learning (DB)
- Develop homework policy through enhanced use of the MLE (MJS/NR)
- Develop a parental engagement action plan linked to learning (AMC/MJS)
- Extend the use of ICT across the curriculum to support and enhance learning (NR)
- Develop vocational programmes in line with government policy following the Wolfe Report (AE)

Success Criteria

- APP procedures standardised initially by all departments identifying assessment opportunities and then through a pilot group in all subject areas
- Full implementation of CHSG APP framework
- Assessment information used formatively to raise achievement
- Requirements of Literacy and Numeracy policies followed in all subjects with evidence of early intervention in all subjects
- Students and parents regularly access the MLE to support homework
- Evidence that ICT is used to support learning and raises achievement across the curriculum

Monitoring and Evaluation

- Lesson observation
- Performance Management
- Line management meetings/feedback
- Stakeholder voice
- Attainment and progress outcomes

Objective Supported: Behaviour and Safety

Activity 1: To ensure behaviour across the school is at least 'Good' at all times

Key Manager: NH

Outcomes:

- Behaviour in all lessons, around the school and to and from school at least 'Good'
- Exclusion rate below the national average and local average for similar schools
- Students feel safe in school at all times

Action/steps

- Develop and implement an updated whole school Rewards policy (NH)
- Develop and implement a whole school Restorative Justice Approach policy (NH)
- Implement further whole school CPD on the use of SIMs linked to behaviour/rewards (NH/NR)
- Devise and implement an action plan for Parental Engagement linked to behaviour (AMC/NH)
- Further develop e-safety policy linked to safeguarding (NR)

Success Criteria

- Updated Rewards policy in place
- Evidence that at least 90% of students receive at least one reward per academic year
- Restorative Justice Approach policy in place and used effectively
- All staff using SIMs effectively and consistently to record behaviour and rewards
- Standardised policy in place so that all staff understand and there is evidence that points totals have defined outcomes
- Evidence of greater student self regulation linked to behaviour
- Enhanced systems in place for student leadership opportunities linked to behaviour and safety
- Evidence of greater parental engagement linked to behaviour and safety

Monitoring and Evaluation

- Exclusion data
- SIMs data including points and Serious Incident Forms
- Observation of behaviour both in and out of lessons
- Stakeholder feedback
- Bullying incidents data

Objective Supported: Behaviour and Safety

Activity 2: To improve whole school Attendance and Punctuality

Key Manager: NH

Outcomes:

- Whole school attendance at or above 94%
- Reduction in PA figure to below 3.5%
- Reduction in late figures by 15% each year from 2011 figures

Action/steps

- Co-ordinate work of new Attendance Officer with other aspects of Care, Guidance and Support across the school (NH)
- Develop training programme for Attendance Officer (NH)
- Initiate half-termly audit review and plan future action/practice (NH/PSM)
- Devise and implement individual action plans for individuals and targeted groups (NH/PSM)
- Review the whole school Attendance policy to incorporate new policy and practice arising from new Attendance Officer post (NH)
- Develop an action plan for parental engagement linked to attendance (AMC/NH)
- Develop rewards system linked to attendance (NH)

Success Criteria

- New attendance officer post in place and practice embedded and integrated into Care, Guidance and Support structure
- Enhanced support in place for targeted students
- Clear measures of impact identified and embedded
- A minimum of 60% of students receive at least one reward linked to attendance per academic year

Monitoring and Evaluation

- Attendance and punctuality data
- On-going reviews and audits
- Attendance panels
- Stakeholder voice

Objective Supported: Behaviour and Safety

Activity 3: To achieve an enhanced model of Care, Guidance and Support across the school, building on the Ofsted judgement of 'Outstanding'

Key Manager: NH

Outcomes:

- Reduce % of exclusions
- Attainment and attendance of most vulnerable students raised
- Greater % of vulnerable students achieving rewards points on SIMs
- Positive relationships with parents and students
- Outstanding judgement retained in next Ofsted inspection

Action/steps

- Embed new student support staff roles, providing training as appropriate (NH)
- Develop an effective appraisal process for new student support staff (DB)
- Develop a programme of support intervention groups (NH)
- Develop termly reviews of the impact of intervention (NH)
- Develop an effective marketing strategy for Care, Guidance and Support ((NH/DB)
- Develop a wider range of personalised mentoring to include student-led systems, including for the 6th Form (NH/AE)
- Develop a whole school Careers information, guidance and advice programme across the school (DB)
- Head of Inclusion to undertake the Safeguarding CPD to be a Safeguarding CP trainer (NH)

Success Criteria

- Integrated student support team in place and working effectively
- Clear definition of roles amongst Care, Guidance and Support staff
- A programme of support intervention groups in place
- Student support staff able to give guidance and support and training to teaching staff
- Evidence of positive feedback from parents related to student support
- Evidence of fewer students making poor choices
- Whole school careers programme in place and evidence that students are well supported with regard to career pathways
- Evidence that alternative provision is in place and meets the needs of most vulnerable students

Monitoring and Evaluation

- Stakeholder voice
- Attainment/progress data of vulnerable students
- Exclusion and attendance data
- Termly reviews
- Support staff appraisal

Objective Supported: Leadership and Management

Activity 1: To secure outstanding leadership across the school at all levels

Key Manager: VJ

Outcomes:

- Leaders at all levels drive a culture of securing improvement
- Secure financial management
- Improved engagement of parents with the vast majority happy with provision

Actions/steps

- Continue to develop the role of governors to effectively govern the Academy Trust (VJ/PH)
- Develop a CPD programme for governors and SLT linked to Academy governance (VJ)
- Develop and implement student leadership opportunities across all aspects of the school (AH/DB)
- Develop programmes for CHSG to 'lead practice' e.g. Raising Achievement Programme (VJ/AMC)
- Review the IIP report June 2011 and implement recommendations (VJ)
- Review the Performance Management policy in light of academy status and government changes (MJS)
- Review the support staff appraisal programme in light of academy status and new support staff structure(DB)
- Develop new financial and accounting systems in line with academy status (CP)
- Improve recruitment into the 6th Form targeting external candidates and Year 10 (AE/AD)
- Develop the leadership role of MLT to include a greater monitoring focus (AE)
- Review the role of SLT mentor to incorporate a sharper line management focus (VJ)
- Develop the Specialism to enhance learning and support whole school improvement (AH)

Success Criteria

- The role of governors is fully developed and there is evidence that governors make a significant contribution to school improvement
- Financial management is 'outstanding' and secures an annual balanced budget
- Success delivery of CHSG 'lead' programmes
- Parental engagement action plan linking aspects across the school implemented and feedback from parents consistently positive
- Greater % of parents attend school functions/parents evenings/meetings (minimum of 80% per year group)
- Evidence of enhanced MLT role
- Evidence of enhanced opportunities for student leadership
- Improved recording systems of parental engagement and student achievement

Monitoring and Evaluation

- Stakeholder voice
- Attainment and progress outcomes across the school
- Line management meetings
- Governing body minutes
- Review of Parental Engagement Action Plan
- Annual budget statements

Objective Supported: Facilities and Environment

Activity 1: To improve on-site facilities and the school environment

Key Managers: AE/CP

Outcomes:

- Premises Development Plan in place
- Facilities and the environment enhanced in line with the Development Plan

Actions/steps

- Draw up a Premises Development Plan (AE/CP/HA)
- Work with Arena Consultants to plan and secure funding for a new sportshall (VJ/AE/CP)
- Seek and explore avenues of capital funding and make bids as appropriate (AE/CP)
- Develop student leadership opportunities linked to Premises/facilities improvement (AH)
- Develop an action plan to address aspects of the school linked to sustainability and being Eco-Friendly (CP/HA)
- Utilise the Premises staff re-organisation to ensure high standards of maintenance across the site (CP/HA)
- Develop a systemised programme of Health and Safety checks and implementation of works with an emphasis on consistent recording (CP/HA)
- Devise an ICT Action Plan to continue to develop ICT facilities to enhance learning (NR)
- Develop business opportunities to generate income (NR/CP)

Success Criteria

- Premises Development Plan in place
- ICT Development Plan in place
- Capital funding secured to support major improvement
- Health and Safety programme in place and evidence that audits/checks are regularly in place, prioritised and recorded and the works undertaken efficiently and effectively
- Evidence of Premises staff working more collaboratively leading to improvements to the upkeep of the site

Monitoring and Evaluation

- Health and Safety records
- SCHOSS meeting agendas and minutes
- SLICT meeting agendas and minutes
- Governors Premises Committee agendas and minutes
- Inspections of the site
- Stakeholder voice