

Carshalton High School for Girls

KEY PRIORITIES

2016 - 2017



School Improvement Plan Year 2

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| <p>Leadership & Management</p> <ul style="list-style-type: none"> • Further develop systems and strategies to ensure that all students (including those in all key groups maximise their achievement in all subjects areas in all key stages, especially in the light of major changes to the grading system • Ensure the smooth running of the school through the challenges of the new build programme • Secure a balanced budget through rigorous scrutiny/planning to reduce staffing costs • Further develop parental engagement with a specific focus on pupil premium/disadvantaged students • Be mindful of the national and local picture in determining the future of the school and multi-academy trusts | <p>Cost</p> |
| <p>Teaching, Learning and Assessment</p> <ul style="list-style-type: none"> • Successfully implement and monitor of Mastery at KS3 to ensure that intervention is timely and students catch up • Continue the focus on marking and assessment practice to ensure all leaders are informed of practice in areas of responsibility • Meet the needs of all students to ensure lower ability students make progress in all subjects with a particular focus on Maths and Science • Implement strategies to reduce the number of students failing to do homework | |
| <p>Student Outcomes</p> <p>KS3</p> <ul style="list-style-type: none"> • Assessment systems are robust and there is clear evidence that the vast majority of students (80%) are making at least expected progress <p>KS4</p> <ul style="list-style-type: none"> • Improve outcomes for Pupil Premium/Disadvantaged students with a specific focus on low ability students and those with identified Special Educational Needs • Improve the progress of all students in Maths ensuring at least in line with the national average • Support those subjects identified in RaiseOnline as significant minus in 2016 to ensure improved outcomes in 2017 (Art & Design, Hospitality & Catering, Maths, Drama, Additional Science) <p>KS5</p> <ul style="list-style-type: none"> • Maintain high achievement in all subjects in the view of the move to linear courses • Support those subjects identified through L3VA as underperforming in 2016 to secure improved outcomes in 2017 | |
| <p>Personal Development, Behaviour and Safety</p> <ul style="list-style-type: none"> • Develop careers guidance to provide greater support for disadvantaged students | |

2016 - 2017 Priorities

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| <ul style="list-style-type: none">• Place a greater focus on healthy eating in whole school programmes• Secure further improvements in attendance especially of disadvantaged students• Develop a whole school mental health programme• Reduce the number of fixed period exclusions• Implement strategies in accordance with the w/s behaviour policy linked to reduce the number of students failing to do homework | |
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2016 - 2017 Priorities

Viv Jones

Please outline up to four key priorities that you see will be a key part of your role next year based on your JD and briefly outline what you will do to develop/implement that priority.

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| <p>Priority1: Further enhance the learning experience of our students, thereby securing outstanding progress across all key stages</p> <ul style="list-style-type: none"> • Ensure the implementation of systems & CPD to support/monitor staff to deliver quality first teaching through work with MJS & the lesson observation team • Roll out our new facilities to engender excitement & appreciation • Work with MD/LCS to continue to review behaviour systems & structures to tackle low level disruption • Ensure the accountability of MLT to secure first quality teaching • Ensure that all groups of students in all subjects are maximising their achievement | |
| <p>Priority 2: Prepare and guide the school to achieve extremely positive Ofsted outcomes in the event of an inspection</p> <ul style="list-style-type: none"> • To work with all members of SLT to be fully prepared to be able to demonstrate to inspectors how good we are and ensuring the key elements that will be high profile in the inspection are outstanding • Guide and support MLT to be ready/prepared for the Ofsted process • Guide and support the FGB to be ready/prepared for the Ofsted process • Support all staff to follow all key policies and deliver priority 1 in preparation for Ofsted • Demonstrate how we have addressed the key priorities from the last inspection and the improvements and impact of this | |
| <p>Priority 3: Work to maintain high staff morale whilst securing a balanced budget</p> <ul style="list-style-type: none"> • Explore all possibilities and implement key strategies to secure a balanced budget • Work with union reps and staff to secure compromises to secure financial security • Implement at least 3 highly effective fundraising strategies • Act on concerns of staff raised through the staff survey | |
| <p>Priority 4: To further enhance the profile of CHSG and secure its future through the formation of a MAT</p> <ul style="list-style-type: none"> • Take a high profile role on working party with CBSC • Ensure an open and transparent dialogue with all stakeholders, especially staff who will raise concerns • If given the go-ahead to form a MAT (regardless of partner(s)) ensure CHSG is a strong/equal partner and its strengths are recognised • Ensure the vision and ethos and ambition of being an outstanding school is prominent and publicised | |

Luke Conduit-Smith

Please outline up to four key priorities that you see will be a key part of your role next year based on your JD and briefly outline what you will do to develop/implement that priority.

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| <p>Priority 1: MAP KS4</p> <ul style="list-style-type: none"> • To ensure KPI targets are met • To oversee intervention across KS4 with particular reference to English and Maths • To use PiXL strategies to support progress and attainment • To develop study skills at KS4 to create a environment of independent learning | |
| <p>Priority 2: Scholarship Programme</p> <ul style="list-style-type: none"> • To oversee the implementation of the scholarship programme • To ensure the testing and admission of students onto the program is fit for purpose • To monitor and evaluate the programme | |
| <p>Priority 3: Exam analysis</p> <ul style="list-style-type: none"> • To further develop the exam analysis documentation for CL and HOD • To ensure the analysis informs future key priorities for each department | |
| <p>Priority 4: To develop the behaviour policy</p> <ul style="list-style-type: none"> • To review all systems for behaviour management • To reduce the number the fixed period exclusions • To oversee the development of the EU | |

2016 - 2017 Priorities

Maurice Devenney

Please outline up to four key priorities that you see will be a key part of your role next year based on your JD and briefly outline what you will do to develop/implement that priority.

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| <p>Priority 1: Monitoring and tracking of outcomes at KS3</p> <ul style="list-style-type: none">• Forensic analysis of data following Progress reviews• Standardised approach to moderation of student learning in KS3 across all departments• Schemes of Work in KS3 to build on previous learning at KS2• Clarification of assessment 'without levels' and linked to marking policy• KS3 graduation ceremony to increase the importance of KS3• Key features of KS4 MAP to be introduced to KS3• War walls and Progress cards to be introduced and linked to PARS by Year Leaders | |
| <p>Priority 2: Year 7 not 'Secondary Ready'</p> <ul style="list-style-type: none">• Analysis of the number of students not 'secondary ready' in order to create a programme of catch-up• Liaison with Primary Feeder schools to develop resources further and determine current attainment levels and skills of students• Creation of tailored programme of non secondary ready students• Continued monitoring of existing 'catch up' students and 'not secondary ready' students | |
| <p>Priority 3: Improved behaviour and decrease in FTE's</p> <ul style="list-style-type: none">• Continued use of data to determine students in need of behaviour intervention• Further development of behaviour systems with the main focus on punctuality and homework• Increase use of the Exclusions Unit instead of FTE's• Improved uniform (!) with the introduction of an independent uniform policy | |
| <p>Priority 4: Continual improvement in attendance and punctuality</p> <ul style="list-style-type: none">• Termly attendance letters highlighting attendance and punctuality. Attendance % to be included in Progress Reviews and Parents Evening documents• Alarm clocks and mobile phones to be purchased from Pupil Premium funding• 100% attendance letters for students with 100% attendance. Reintroduction of Golden passes for those with 100% attendance in a week• Subscription to Attendance Matters magazine | |
| <p>Priority 5: Further development of Pupil Premium monitoring</p> <ul style="list-style-type: none">• Continued forensic analysis of PP outcomes and achievement following | |

2016 - 2017 Priorities

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| <p>Progress reviews and data drops</p> <ul style="list-style-type: none">• Introduction of a morning stationary shop with free items for PP students• Meetings with Year Leaders to discuss PP data post Progress reviews• Improved parental engagement at Parents Evenings and Information evenings.• Pupil Premium parents evening | |
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2016 - 2017 Priorities

Andrew Elstone

Please outline up to four key priorities that you see will be a key part of your role next year based on your JD and briefly outline what you will do to develop/implement that priority.

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| Priority 1: Assessment recording and reporting <ul style="list-style-type: none">• Ensure uniformity with recording assessments on G4S• Re-vamp progress reviews in line with current reporting practice• Ensure all departments are familiar with targets for each year group | |
| Priority 2: Sixth Form offer for 2017-2018 <ul style="list-style-type: none">• Review offer in light of new GCSE grades in En and Ma• Revamp Sixth Form open evening• Work with Year 11 more closely after the Sixth Form evening | |
| Priority 3: Data collection and recording <ul style="list-style-type: none">• Ensure new KS2 scores go onto G4S and make sure all staff are familiar with scores and what they mean• Make sure all data to go onto G4S shows progression from starting points• Staff adhere to new data collection points and that data is robust and quality assured by CLs | |
| Priority 4: Sixth Form curriculum 2016-2017 and beyond <ul style="list-style-type: none">• Ensure all staff involved with 6th form are familiar with latest OFSTED framework• Staff understand and use data dashboard within their subjects areas• Staff complete SOW that represent a two year A level programme of study | |

Anne Holland

Please outline up to four key priorities that you see will be a key part of your role next year based on your JD and briefly outline what you will do to develop/implement that priority.

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| <p>Priority 1: Safeguarding</p> <ul style="list-style-type: none"> • Implementation of new KCSIE September 2016 – implications for staff training, safeguarding policy and procedures in school. To include a personalised safeguarding leaflet and safeguarding as a standing item on meeting agendas • Audit how safeguarding is taught in lessons/tutor time • Extended Safeguarding Team – develop the team and procedures now that nearly all year leaders have safeguarding training • Share information to the extended safeguarding team from the Borough Safeguarding Meetings – use current issues and information gained to influence case studies • Monitoring of the internet – E safe trial in the Autumn Term • Ensure consistency of practice across the school regarding Safeguarding concerns about students • Identify Early Help practices and where support can be gained • Improve monitoring of LAC and young carers by DSL • CP/CIN/LAC/TAC/PEP meetings should be attended by YLs. AYLs can be involved when trained or as part of training • MASH referrals should be completed by the member of the safeguarding team who has the initial contact with student and the concern | |
| <p>Priority 2: Mental Health and Wellbeing</p> <ul style="list-style-type: none"> • Develop the Health and Wellbeing team to be more representative of the staff • Look at strategies to help raise a more positive feeling of wellbeing and community in school • Develop “listening ears” and “buddies” to support all staff • Attend borough Mental Health Training and PiXL Wellbeing Workshop. Use the information gained to identify key priorities and from this create a Health and Wellbeing Action plan | |
| <p>Priority 3: Growth Mindset</p> <ul style="list-style-type: none"> • Make Growth Mindset more visible around the school – link in to British Values • Identify key aspects of Growth Mindset and develop a whole school message/approach to an identified target • Encourage students to develop a “can do” approach to learning • Encourage students to take responsibility for their own learning, actions and behaviour | |
| <p>Priority 4: Trips</p> <ul style="list-style-type: none"> • Improve communication about trips with staff – bulletin/calendar • Develop consistency with risk assessments being completed for all trips | |

2016 - 2017 Priorities

Nadimur Rahman

Please outline up to four key priorities that you see will be a key part of your role next year based on your JD and briefly outline what you will do to develop/implement that priority.

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| Priority 1: Parental Engagement <ul style="list-style-type: none">• Increase communication with parents and carers via communication aids like email, letters, publications, social media and texts• Increase participation of all groups of parents at events like parents and information evenings• Further involve tutors, head of years and subject teachers to increase communication with parents• Further improve, share and implement changes from parents with actions being communicated to parents• Establishment of a parenting group to improve activities with school like fundraising, participation and events | |
| Priority 2: Fundraising <ul style="list-style-type: none">• Market with parents to increase the amount of money collected via parents• Organise event(s) to raise money on top of Mufti Days• Setup a working party to explore different ideas and ultimately implement successful fundraising initiatives | |
| Priority 3: Rewards <ul style="list-style-type: none">• Bring together all rewards and celebrations in a consistent way to also reflect the reporting cycle• Setup and organise other rewards like lunches with the HT, graduations and 100% attendance• Setup and implement rewards for groups of students like G&T, PP, EAL, prefects, ambassadors and trips | |
| Priority 4: ICT <ul style="list-style-type: none">• Determine CHSG cloud/VLE solution so plans for implementation can be done considering all users• Review all central software used in order to create a seamless login process by using single sign on or a common platform• Implement and make consistent the new email system and addresses for students, staff and governors | |
| Priority 5: Homework <ul style="list-style-type: none">• Decrease the number of behaviour entries based upon homework• Organise stakeholders' voice on homework• Implement homework scrutiny with the work scrutiny to monitor the quality of homework and planners usage with students, teachers and head of curriculum involvement• Setup a functional homework club for students | |

Martin Sambrook

Please outline up to four key priorities that you see will be a key part of your role next year based on your JD and briefly outline what you will do to develop/implement that priority.

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| <p>Priority 1: Develop consistency in marking and feedback across and within departments</p> <ul style="list-style-type: none"> • Refine monitoring and scrutiny procedures • Change 'Learning Walk' protocol to increase frequency of monitoring by leaders • Provide Science department with support through TL&A team • Design and introduce a 'CHSG Marking Charter Mark' for high performing teachers | |
| <p>Priority 2: Improve lesson observation as a developmental Teaching, Learning & Assessment tool</p> <ul style="list-style-type: none"> • Adapt Lesson Observation forms • Establish standard lesson observation protocol with Lesson Observation Team • Implement new lesson observation programme to develop role and capacity of middle leaders | |
| <p>Priority 3: Improve opportunities for all teachers to engage in CPD</p> <ul style="list-style-type: none"> • Provide regular voluntary CPD sessions to provide access to best practice • Engage with SSTSA programmes for teachers at start of careers • Refine programme in light of DFE Teachers' Professional Development Standard • Refine monitoring and evaluation of CPD within departments | |
| <p>Priority 4: Develop support for teachers new to CHSG</p> <ul style="list-style-type: none"> • Refine Induction Programme in Autumn Term • Prioritise new teachers for monitoring and support in observations/ reviews • Use LPs for coaching/ mentoring through Curriculum Leader notification | |

Pamela Durrett

Please outline up to four key priorities that you see will be a key part of your role next year based on your JD and briefly outline what you will do to develop/implement that priority.

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| <p>Priority 1: SMSC/British Values – promoting and developing this further within CHSG.</p> <ul style="list-style-type: none">• To have a clear agreed definition of British Values that tie in with our own school ethos and values of community, harmony, success and growth. One should not eclipse the other but should strengthen each other• To make British Values an intrinsic part of every day school life. Students will be aware of our British values and will be confident to discuss them in relation to their working day at school• To make British Values visible - assemblies, notice board, tutor time programme, British Values week, thought for the week, staff CPD• To work with other SLT members to help further embed British Values into the tutor time programme• To work with Citizenship Curriculum Leader and Sociology and Politics teachers to develop this further through curriculum areas• To utilise outside agencies to further promote our key UK institutions• To develop the website page and create weekly updates page | |
| <p>Priority 2: Literacy – policy development</p> <ul style="list-style-type: none">• Foster a good working relationship with the literacy coordinator• Create and run a working party to develop literacy further within our school - this should involve staff that wish career progression and are looking for further CPD• Understand current strengths and areas of improvement needed within our current literacy policy – to fully understand the last Ofsted's evaluation of our current literacy policy• Foster good ties with our feeder schools to learn best practice and enable continuity of teaching methods with regards to literacy. (Is there a disconnect between what we do and the primary schools are doing?)• Work with Year Leaders, tutors and C James to tie literacy elements into the tutor time programme• Liaise with LRC manager to develop the love for reading and storytelling to further enhance our literacy levels within the school. Evaluate and develop the Accelerated Reader programme by working closely with the literacy co-ordinator and LRC manager with the aim of getting more students involved• Develop 'next steps' to follow on from the nicely embedded five-a-day | |
| <p>Priority 3: Year 11 Revision Challenge Evening</p> <ul style="list-style-type: none">• Hit the ground running with the new Year 11s to engage the students in revision and classwork to maximise potential. This will be done through assemblies, meetings with students recognised as underperforming and working closely with L Conduit-Smith to target individuals• Coordinate revision materials from departments early on - make the Year | |

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| <p>11 evening as beneficial as it could be. Evaluate the use of the USBs and the materials that were uploaded</p> <ul style="list-style-type: none"> • Communicate effectively with parents regarding the evening; what to expect, what information will be provided, helping with revision. Consideration of departments creating outlines of what examiners are expecting from their daughters in the exams for each subject • Develop PP intervention and mentoring programme for underachievers | |
| <p>Priority 4: Lesson Observation and Coaching Team</p> <ul style="list-style-type: none"> • Formalising and standardising the observation process along with agreed time frame for feedback and coaching • Consider mentoring teams marrying up outstanding practitioners with those needing improvement in order to give the students the best learning experience in which to achieve and to give the teachers internal and supportive development in which to thrive • Share good practice of learning walks with Curriculum Leaders • Become an active member of the team to develop our teacher and learning across the school | |

2016 - 2017 Priorities

Chris James

Please outline up to four key priorities that you see will be a key part of your role next year based on your JD and briefly outline what you will do to develop/implement that priority.

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| <p>Priority 1: To re-plan/re-organise an effective Tutor time Programme</p> <ul style="list-style-type: none">• Liaise with Tutors/YL's/PD/Literacy and Numeracy co-coordinators• Set out clear aims to the programme (Resilient/Independent learners. Safety)• Review current provision• Incorporate current PSHE programme | |
| <p>Priority 2: To restructure the Support department so that it can effectively assess, intervene and review our SEN pupils</p> <ul style="list-style-type: none">• Liaise with LK and VJ to create a clear structure/division of responsibilities• Evaluate and change if necessary the Inclusion meetings and Provision Map• To ensure the correct staff are in place to manage key areas of need (liaising with LK and VJ)• To encourage LK to delegate and hold staff to account for their actions. To use data to evaluate the effectiveness of intervention | |
| <p>Priority 3: To further develop the student leadership programme</p> <ul style="list-style-type: none">• To create a Year 7 Peer Mentoring programme with the Year 11 prefects as mentors• Liaise with NB/CF to ensure those in KS4 are being used to help those in KS3 who are not making progress• To standardise the student leadership opportunities throughout the school/sixth form• To consider the expansion of the student council (per year group or two per school) / involvement of the lower school | |
| <p>Priority 4: To develop careers and work related learning</p> <ul style="list-style-type: none">• To review the Ofsted demands for careers and guidance• To review current provision• To consult stake holders in the feasibility of 1:1 careers interviews in the future• To improve communication between the careers co-coordinator and staff | |

Carole Petty

Please outline up to four key priorities that you see will be a key part of your role next year based on your JD and briefly outline what you will do to develop/implement that priority.

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| <p>Priority 1: Develop a Long Term Financial Strategy</p> <ul style="list-style-type: none"> • Review of staffing pay structures to reduce total staff budget to sustainable levels of 80% or less • Sourcing and investment in software to assist in 3-5 year budget planning • Establish SLT and governor focus group to plan and review financial strategy, review benchmarking data and undertake financial audit • Review of finance roles to focus on delivering the financial strategy in light of reduced staffing levels | |
| <p>Priority 2: Income Generation</p> <ul style="list-style-type: none"> • Prepare for next CIF application round • Investigate further funding grants • Investigate additional income opportunities (i.e. uniform sales, lettings, catering) • Explore VAT restrictions to letting new facilities | |
| <p>Priority 3: Health and Safety</p> <ul style="list-style-type: none"> • Complete IOSH refresher training in October (certificate expires this year) • Introduction of H&S Induction for new staff (and existing) to comply with employers duty of care • Development of corporate Risk Assessment templates for use by all staff and a central record on the U drive • Establish annual H&S Training (linked with safeguarding?) inset for all staff | |
| <p>Priority 4: Support Staff CPD Programme</p> <ul style="list-style-type: none"> • Develop a working party to plan annual INSET days and strategy for support staff CPD • Investigate use of Apprenticeship Levy training to enhance support staff development • Link to new Performance Management Develop to ensure training is focussed on need. • Annual report on analysis of training and impact | |



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