



School Improvement Plan

2017/2018

School Improvement Plan 2017 to 2018 - OUTCOMES

Leadership and Management

- Leaders successful in continuing to secure whole school improvement, ensuring all subjects and the school performs well in relation to the new performance indicators at both GCSE and Post 16
- Middle leaders supported to address major changes in grading system at GCSE and Post 16
- Implement a new whole school rewards system
- Balanced budget secured through careful budget planning and monitoring
- Multi-Academy Trust status explored and decision made in accordance with what is in the best interest of the school
- Secure a safe, clean learning environment across all areas of the school site
- Agree a costed 3 year ICT strategy to enhance learning
- Safeguarding practice is highly effective

Teaching, Learning and Assessment

- All teachers consistently judged as Established or better in observed lessons
- The needs of all students are consistently met in lessons resulting in all groups making good progress in all subjects
- Regular and effective feedback embedded in all subject areas
- The curriculum at all key stages embeds aspiration and ambition whilst maintaining breadth and balance
- Introduce new whole school homework monitoring system

Personal Development, Behaviour and Welfare

- A minimum of 95.5% attendance overall and improved PA attendance of Disadvantaged students
- Fixed Term Exclusions reduced overall and in particular a reduction in the percentage of students with more than 1 FTE
- Good standards of behaviour consistently evidenced across the school, both in and outside of lessons
- Minimum of 75% of students in Year 8 achieve PiXL Edge Apprentice Level

Outcomes

Years 7 to 11

- The vast majority (A minimum of 80%) of students across Years 7 to 11 make expected progress

At the end of Year 8:

- A minimum of 80% of students make expected progress in all subjects
- A minimum of 50% of students graduate at Distinction level

At the end of Year 11:

- A minimum of 65% of students achieve 4+ in English and Maths
- A minimum of 40% of students achieve 5+ in English and Maths
- A minimum of 60% of students achieve a standard pass in at least 5 subjects including English and Maths
- A minimum of 15% of all grades are 7+
- A P8 figure of at least +0.2

Post 16

- A minimum of 50% of grades are A*/A/B grades
- A minimum of 20% of grades are A*/A
- L3VA score of at least +0.15
- Retention rate from Year 12 to Year 13 at least 90%
- Bursary students perform as well as Non-Bursary students

General

- All groups make positive progress – no underperforming groups including high ability group
- Evidence of gap-closing overall and in subject areas between Disadvantaged students and Non-Disadvantaged students

LEADERSHIP AND MANAGEMENT

Objective Supported: Leadership and Management	Costings
Lead: VJ/AE/LCS/MD	
Outcomes:	
Leaders successful in continuing to secure whole school improvement, ensuring all subjects and the school performs well in relation to the new performance indicators at both GCSE and Post 16/Middle leaders supported to address major changes in grading system at GCSE and Post 16	
Actions/Steps	
<ul style="list-style-type: none"> • Actions linked to points in Outcomes section for KS3, KS4 and 16-19 Provision • Provide CPD/support to ensure all MLT demonstrate Level 5 leadership and to be prepared for exam changes • Further develop MLT role to encompass greater accountability 	CPD budget £4000
Monitoring and Evaluation	
<ul style="list-style-type: none"> • All aspects outlined in Outcomes sections • Middle leader meetings minutes • CPD programme activities • Whole school and department exam analyses 	

Objective Supported: Leadership and Management	Costings
Lead: NR	
Outcomes:	
Implement a new whole school rewards system	
Actions/Steps	
<ul style="list-style-type: none"> • Setup pass, merit and distinction system for Year 8 • Setup the bronze, silver and gold system for KS4 and Year 7 • Setup of achievement points using SIMs • 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 • Setup rewards at different levels i.e. department and pastoral • Ensure celebrations like prize giving, COA, HOY assemblies and HOD certificates are implemented effectively 	Rewards budget £3000
Monitoring and Evaluation	
<ul style="list-style-type: none"> • All celebrations taken place in accordance with rewards strategy • New system implemented with statistics available of all categories of rewards 	

Objective Supported: Leadership and Management	Costings
Lead: VJ/CP	
Outcomes:	
Balanced budget secured through careful budget planning and monitoring	
Actions/Steps	
<ul style="list-style-type: none"> • Maintain robust spending restrictions • Continue to explore efficiency savings particularly linked to overall staffing structure 	
Monitoring and Evaluation	
<ul style="list-style-type: none"> • Budget monitoring documentation • Finance & Audit Committee minutes 	

Objective Supported: Leadership and Management	Costings
Lead: VJ	
Outcomes:	
Multi-Academy Trust status explored and decision made in accordance with what is in the best interest of the school	
Actions/Steps	
<ul style="list-style-type: none"> • Initiate formal consultation with Nonsuch and Wallington Girls and decide and implement next steps in the light of outcome of consultation process and decision of Governing Body 	Legal costs tbc if proceeds
Monitoring and Evaluation	
<ul style="list-style-type: none"> • Consultation documentation • Governing Body minutes 	

Objective Supported: Leadership and Management	Costings
Lead:VJ/CP/AE	
Outcomes:	
Secure a safe, clean learning environment across all areas of the school site	
Actions/Steps	
<ul style="list-style-type: none"> • Develop a Premises Strategy Plan with long, medium and short term goals to prioritise needs and link to CIF bids • Finalise and implement staffing structure for Premises staff continuing to consider outsourcing 	
Monitoring and Evaluation	
<ul style="list-style-type: none"> • Premises Committee minutes • Strategy document • CIF bids 	

Objective Supported: Leadership and Management	Costings
Lead: VJ	
Outcomes:	
Agree a costed 3 year ICT strategy to enhance learning	
Actions/Steps	
<ul style="list-style-type: none"> • Undertake pilot projects on Google Apps and Microsoft to determine future platform for school software • Develop 3 year ICT strategy plan with costings via SLICT Committee to replace hardware 	tbc
Monitoring and Evaluation	
<ul style="list-style-type: none"> • SLICT minutes • Mentor meeting minutes • Pilot documentation • Strategy document 	

Objective Supported: Leadership and Management	Costings
Lead: AH	
Outcomes:	
Safeguarding practice is highly effective	
Actions/Steps	
<ul style="list-style-type: none"> • Develop flow charts to support the Extended Safeguarding Team on the procedures to follow when dealing with disclosures around self-harm, suicidal ideations and alleged abuse • Application of new borough guidelines on CME, to include a flow chart and a linked member of SLT to admissions • Identify and map where safeguarding is taught; both within the pastoral programme and curriculum areas • Put together a range of case studies that illustrate how we work with students/parents/carers and outside agencies to safeguard vulnerable students • Develop procedures which support and are linked to the internet safety monitoring programme we choose, following the second trial in September. 	Safeguarding software £8000 Safeguarding CPD £500
Monitoring and Evaluation	
Ongoing through: <ul style="list-style-type: none"> • Fortnightly formal safeguarding meetings • Care and guidance meetings • Attendance at Borough DSL meetings • DSL meetings with linked Governor • Safeguarding reports to Full Governing Body meeting each term • Mentor meetings – AH and VJ, SLT and relevant Year Leader which is then fed back to SLT meetings where relevant 	

TEACHING, LEARNING AND ASSESSMENT

Objective Supported: Teaching, Learning and Assessment	Costings
Lead: MJS	
Outcomes:	
<ul style="list-style-type: none"> • All teachers consistently judged as Established or better in observed lessons • The needs of all students are consistently met in lessons resulting in all groups making good progress in all subjects • Regular and effective feedback embedded in all subject areas • The curriculum at all key stages embeds aspiration and ambition whilst maintaining breadth and balance • Introduce new whole school homework monitoring system (NR) 	
Actions/Steps	
<ul style="list-style-type: none"> • Lesson observations focus on consistency of application of Teaching, Learning and Assessment policy • CPD programmes for new staff, NQTs and NQT+2 groups of teachers • Half-termly Learning walk programme carried out by Subject Leaders • CHSG Girl Friendly Pedagogy elements incorporated in lesson planning and lesson observations • All teachers engage with evidence based practice relating to meeting all learners needs • Termly Work Scrutiny exercises focus on application of marking and Feedback Policy and consistency of assessment practice • Medium term planning accounts for new exam board specifications at Key Stage 4 and 5 	CPD Budget
Monitoring and Evaluation	
<ul style="list-style-type: none"> • Lesson observation data and analysis by Teachers' Standards and by subjects and groups of staff • CHSG Girl Friendly Pedagogy impact through Student Voice, lesson observation data, Learning Walk findings • Whole Staff shared Performance Development Objective focusing on Teachers' Standard 5 • Work Scrutiny data, intervention for staff not compliant with Marking and Feedback policy • CPD programmes fully evaluated by staff- analysed by group • Schemes of Work reviewed by SLT Line Managers 	

Objective Supported: Teaching Learning and Assessment	Costings
Lead: NR	
Outcomes:	
Introduce new whole school homework monitoring system	
Actions/Steps	
<ul style="list-style-type: none"> • Implement ShowMyHomework for setting and monitoring homework • Organise stakeholder voice exercise on homework • Continue implementing homework scrutiny with work scrutiny to monitor the quality of homework • Continue with the functional homework club for students. 	SMHW budget £3000
Monitoring and Evaluation	
<ul style="list-style-type: none"> • Statistics on ShowMyHomework • Data from homework violations • Homework scrutiny judgements and evaluations. 	

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Objective Supported: Personal Development, Behaviour and Welfare	Costings
Lead: MD	
Outcomes:	
<ul style="list-style-type: none"> A minimum of 95.5% attendance overall and improved Persistent Absence attendance of Disadvantaged students 	
Actions/Steps	
<ul style="list-style-type: none"> Continued practices from previous year including communication, strategic plans, rewards and monitoring Regular visits and meetings with PA students and follow up by Headteacher if parents do not attend arranged meetings Intervention actions plans created for Disadvantaged PA students Alarm clocks to be purchased from Pupil Premium funding Termly attendance letters highlighting attendance and punctuality. Attendance % to be included in Progress Reviews and Parents Evening documents 	
Monitoring and Evaluation	
<ul style="list-style-type: none"> Weekly attendance data to Year Leaders Evaluation of impact from Action plans with other initiatives used if unsuccessful Termly data monitored by DHT and SLT 	

Objective Supported: Personal Development, Behaviour and Welfare	
Lead: MD	
Outcomes:	
<ul style="list-style-type: none"> Fixed Term Exclusions reduced overall and in particular a reduction in the percentage of students with more than 1 FTE 	
Actions/Steps	
<ul style="list-style-type: none"> External audit of behaviour systems in place Analysis of reasons for exclusion with a prevention plan put into place Reintegration programme on return from FPE to include support for students PSP to be introduced when students commence Red report 	
Monitoring and Evaluation	
<ul style="list-style-type: none"> Exclusions Report Data Weekly behaviour data Student Voice 	

Objective Supported: Personal Development, Behaviour and Welfare	
Lead: MD/LCS	
Outcomes:	
<ul style="list-style-type: none"> • Good standards of behaviour consistently evidenced across the school, both in and outside of lessons 	
Actions/Steps	
<ul style="list-style-type: none"> • External audit of behaviour systems in place • Development of a positive culture regarding good behaviour and social norms within the school • Introduction of 'Out of Lesson Civilities' document • Expectations of parents developed further • Increased accountability regarding the role of the Tutor and development of 'Outstanding Tutor' booklet • Tutor time and assembly programme to include respect and good manners as a consistent feature • Standardised 'warning' system in classrooms • Introduction of operational changes to Good Behaviour Policy • Identify training needs for staff 	
Monitoring and Evaluation	
<ul style="list-style-type: none"> • Weekly Behaviour Data • Student Voice • Parent Voice • Staff audit of behaviour and behaviour policy 	

Objective Supported: Personal Development, Behaviour and Welfare	
Lead: CJ	
Outcomes:	
<ul style="list-style-type: none"> • Minimum of 75% of students in Year 8 achieve PiXL Edge Apprentice Level 	
Actions/Steps	
<ul style="list-style-type: none"> • Introduce the Edge to Year 7 and embed the work for the Edge into the tutor time programme • Work with YL's 8 and 9 to enable students to complete the programme • Liaise with CL ICT to provide curriculum time for the completion of the programme 	£100 annual fee
Monitoring and Evaluation	
<ul style="list-style-type: none"> • Edge monitoring/reporting tool • Minutes of tutor meetings 	

OUTCOMES KS3

Objective Supported: Outcomes KS3	Costings
Lead: MD	
Outcomes:	
<p><i>At the end of Year 8:</i></p> <ul style="list-style-type: none"> • A minimum of 80% of students make expected progress in all subjects • A minimum of 50% of students graduate at Distinction level 	
Actions/Steps	
<ul style="list-style-type: none"> • Further implementation of the Student led Mastery into lessons • Introduction of 'booster sessions' at KS3 to help fill gaps in knowledge • Regular monitoring of progress, behaviour and attendance (key criteria for Graduation) • Continued detailed analysis of students' progress in all subjects • Introduction of 'Big 4' skills to reduce time wastage in our approach to taught skills at KS3 • Continued analysis of students deemed not 'secondary ready' to evaluate the provision in Year 7 • Creation of a tailored programme for each student in Year 8 deemed not 'secondary ready' depending on their current achievement • Continued forensic analysis of PP outcomes and progress towards Distinction Graduation criteria following Progress reviews and data drops • Continued forensic analysis of SEN student outcomes and progress towards Distinction Graduation criteria following Progress reviews and data drops • Continued forensic analysis of More Able student outcomes and progress towards Distinction Graduation criteria following Progress reviews and data drops • 	
Monitoring and Evaluation	
<ul style="list-style-type: none"> • Monitoring to take place following each Progress Review to establish the % of students achieving Distinction • Weekly monitoring of behaviour points and actions in place • Weekly monitoring of attendance and actions in place • 50% of students achieving 'Distinction' in end of Year 8 Graduation • 80% of students making 'Expected Progress' in each subject at the end of Year 8 	

OUTCOMES KS4

Objective Supported: Outcomes KS4	Costings
Lead: LCS	
Outcomes:	
<ul style="list-style-type: none"> • A minimum of 65% of students achieve 4+ in English and Maths • A minimum of 42% of students achieve 5+ in English and Maths (FFT type 20) • A minimum of 60% of students achieve a standard pass in at least 5 subjects including English and Maths • A minimum of 15% of all grades are 7+ • A P8 figure of at least +0.2 	
Actions/Steps	
<ul style="list-style-type: none"> • To implement action plans for the key Ebacc areas • Work closely with Science to support the implementation of the action plan to raise achievement • Maths – To use a range of available resources and intervention strategies to tackle underperformance including: Hegarty Maths, PiXL wave, WTM (Walking Talking Mocks) and targeted DTT (Diagnose Therapy Testing) sessions. To focus on Ao2 and Ao3 in lessons as this was highlighted as an area of concern from post script analysis • English – To use previous Yr11 scripts as an aid to improve moderation, marking and assessment across the department. To continue to build on the success of the 2017 results by using a range of resources and intervention strategies including the PiXL Wave, 10 for 10, WTM and reading for meaning to develop a deeper understanding of the content of the new specifications. • To target support using laser sharp data breaking students down into key vulnerability groups regards the English and Maths crossover • Ensure early identification and circulation of the High Ability students working with MLT to ensure this group is monitored and challenged to improve rates of progress through the achievement of a higher percentage of top grades (action plan to be developed) • To make full use of PLCs (Personalised Learning Checklists) for every student to identify areas of weaknesses across departments • To run a range of motivational assemblies to boost confidence and self esteem in the lead up to the exams. To hold an Yr11 Revision Challenge Evening to strengthen the relationship between home and the school. • To hold regular meetings with middle leaders to scrutinise data and plans and identify students or groups of students who are a cause for concern so action can be taken swiftly • To have effective monitoring of post assessment with Yr9/10/11 to make sure middle leaders know where there are issues so action can be taken 	<p>Raising Achievement Budget £6000</p> <p>More Able Co-ordinators £3000</p>
Monitoring and Evaluation	
<ul style="list-style-type: none"> • Through line management with middle leaders and SLT • Reports to governors and governors weeks • Data analysis including monitoring of key groups, particularly the high ability and disadvantaged students • Lesson observations and learning walks 	

POST 16 PROVISION

Objective Supported: Outcomes Post 16 Provision	Costings
Lead: AE	
Outcomes:	
<ul style="list-style-type: none"> • A minimum of 50% of grades are A*/A/B grades • A minimum of 20% of grades are A*/A • L3VA score of at least +0.15 • Retention rate from Year 12 to Year 13 at least 90% • Bursary students perform as well as Non-Bursary students 	
Actions/Steps	
<ul style="list-style-type: none"> • Ensure the right students are on the right courses in Year 13 • Review Yr12 exam data against MEGs • For legacy subjects, devise list of most vulnerable students regarding UMS and MEG • RSL meeting with CLs and Year 13 tutors • Analysis of vulnerable student data and invite parents in when necessary • Create diary of coursework in all subjects to allow tracking and intervention on G4S • Learning walks with AD • Focus on English and Maths resit prep for November • BTEC intervention week March 2018 	£6000 RAP6 Budget
Monitoring and Evaluation	
<ul style="list-style-type: none"> • First data collection in October • Analysis with SLT and CLs individually in mentor meetings • PPEs • WTMs • Use of ALPs to focus on subject grades with predictions 	