



**School Improvement Plan 2020/21 Amended
February 2021 (Covid 19 Response)**

Improvement Priority 1: Quality of Education (LRO)	
Success criteria:	
1.1	Formal talk and vocabulary acquisition are fully embedded across the school
1.2	The Moor Park faculty handbooks are embedded in all lessons
1.3	Students make progress because of the remote learning programme
1.4	A revised school assessment policy is reviewed, trialled and published to all stakeholders

Improvement Priority 2: Behaviour and Attitudes (UIS)	
Success criteria:	
2.1	Attendance is above 95% and persistent absence is below 10%
2.2	Year 7 Transition programme ensures impact of school lockdown is minimised
2.3	Alternative Provision Programme fully evaluated and published to stakeholders
2.4	SEND progress is in line with or above national expectations for all students

Improvement priority 3: Personal Development (UIS)	
Success criteria:	
3.1	The new Personal Development programme is embedded in the school's curriculum
3.2	The school embeds Gatsby benchmarks into the wider curriculum
3.3	The school actively works with, and reaches out to its local community to ensure impact of COVID-19 is minimised

Improvement priority 4: Leadership and Management (BCO)	
Success criteria:	
4.1	A structured staff well-being programme is fully embedded
4.2	The development team CPD model is embedded and successful
4.3	Damage of school lockdown is mitigated

Improvement priority 5: 6th Form Provision (JMO)	
Success criteria:	
5.1	Year 12 Student numbers are increased to 40 for the 2021 academic year
5.2	A full audit is completed for Y13 students to establish gaps in knowledge and curriculum coverage
5.3	A five-year plan for the sixth form is produced and published to governors

Improvement Priority 1: Quality of Education (LRO)

Success criteria:

1.1	Formal talk and vocabulary acquisition are fully embedded across the school
1.2	The Moor Park faculty handbooks are embedded in all lessons
1.3	Students make progress because of the remote learning programme
1.4	A revised school assessment policy is reviewed, trialled and published to all stakeholders

OFSTED actions:

- Eradicate inconsistency in the quality of teaching across a range of subjects, including in Science
- Make sure that all teachers use assessment information to set tasks which match pupils' capabilities, especially the most able
- Insist that all teachers provide the correct support and challenge for pupils who have SEN and/or disabilities

Milestones

By the end of the Autumn Term 2020		By the end of the Spring Term 2021		By the end of the Summer Term 2021	
1.1 JMO	A school wide approach is developed with clear roles, accountability and milestones.		There is clear evidence from across the school that students are following a faculty led approach to formal talk and vocabulary acquisition.		There is clear impact of the school's work on formal talk and language acquisition.
1.2 LSH & LRO	faculty handbooks are refined to include approach to literacy, careers and key stage 5.		Quality assurance processes evidence the implementation of the faculty handbook.		There is clear impact of the faculty handbooks on the consistency of classroom practice.
1.3 LRO	A remote learning programme is designed.		The remote learning programme has been implemented.		Students accessing the programme are making progress
1.5 JBA	The school assessment policy is reviewed, and recommendations are made		Case study trials implement assessment policy review recommendations		The school's assessment policy is fully implemented and published to all stakeholders

Improvement Priority 2: Behaviour and Attitudes (UIS)

Success criteria:

2.1	Attendance is above 95% and persistent absence is below 10%
2.2	Year 7 Transition programme ensures impact of school lockdown is minimised
2.3	Alternative Provision Programme fully evaluated and published to stakeholders
2.4	SEND progress is in line with or above national expectations for all students

OFSTED actions:

- Remove variation in the outcomes of disadvantaged pupils, so that they make the progress that they should in all subjects

Milestones

	By the end of the Autumn Term 2020		By the end of the Spring Term 2021		By the end of the Summer Term 2021	
2.1 UIS	Personalised re-integration plans in place for identified vulnerable students with pre-existing poor attendance or those who have not engaged with schooling during the Covid Lockdown		Attendance of the reintegration cohort is above 85%		Attendance of reintegration cohort is above 90%	
2.2 LGR	Transition plan in place that bridges the gap between Primary and Secondary school Baseline testing and target setting in place.		Effective intervention plans in place to address the impact of gaps in knowledge and skills due to school closures		Year 7 make progress in line with expectation and baseline predictions	
2.3 JBA	All alternative provision placements are quality assured and student voice is gathered and evaluated		An agreed list of quality assured alternative provision providers is produced		Alternative provision evaluation is offered as part of the annual safeguarding report	
2.4 UIS & JMI	BPTAA and SENDIA award Action plans are completed and shared with stakeholders		Assessor visits and audits completed successfully, and School achieves BPTAA and SENDIA awards		SEND progress is in line with or above national expectations for all students	

Improvement priority 3: Personal Development (UIS)

Success criteria:

3.1	The new Personal Development programme is embedded in the school's curriculum
3.2	The school embeds Gatsby benchmarks into the wider curriculum
3.3	The school actively works with identified vulnerable students to ensure impact of COVID-19 is minimised

Milestones

	By the end of the Autumn Term 2020		By the end of the Spring Term 2021		By the end of the Summer Term 2021	
3.1 UIS	-New Tutor time programme in place to focus on re-integration for pupils to the Moor Park Way		Personal development curriculum is reviewed and reshaped following the wider opening of school		Personal Development programme is fully embedded into the school's curriculum	
3.2 JMO	CIAG strategy is reviewed and reshaped to reflect phased reopening of school		A termly pupil voice report on CIAG strategy is produced		All 8 Gatsby Benchmarks are achieved	
3.3 UIS	Identification and research into the needs of the identified vulnerable students is carried out using PASS.		A 3 year strategy is developed to address the impact of Covid 19 on identified vulnerable students		A 3 year strategy is produced and published to stakeholders	

Improvement priority 4: Leadership and Management (BCO)

Success criteria:

4.1	A structured staff well-being programme is fully embedded
4.2	The development team CPD model is embedded and successful
4.3	Damage of school lockdown is mitigated

Milestones

	By the end of the Autumn Term 2020		By the end of the Spring Term 2021		By the end of the Summer Term 2021	
4.1 MJO	A staff survey is completed and published to stakeholders. The school publishes a response to the findings.		Well-being programme is published and forms part of the school's recruitment and retention package		Staff attendance and attrition rates remain better than national averages	
4.2 LSH	All teachers are attached to a development team. Success criteria and milestones for four development areas are shared with all faculties and form part of Faculty Improvement Plans.		A systematic and developmental approach can be seen across all four areas of development and there is evidence of impact.		Impact reports from all four development areas demonstrate clear progression in practice and student outcomes.	
4.3 BCO	A full analysis of the impact of school lockdown is published and a recovery plan produced		Recovery plan demonstrates clear progress and an interim report is produced.		Damage of school lockdown is mitigated and a full impact report for stakeholders is published	

Improvement priority 5: 6th Form Provision (JMO)

Success criteria:

5.1	Year 12 Student numbers are increased to 40 for the 2021 academic year
5.2	A full audit is completed for Y13 students to establish gaps in knowledge and curriculum coverage
5.3	A five-year plan for the sixth form is produced and published to governors

Milestones

	By the end of the Autumn Term 2020		By the end of the Spring Term 2021		By the end of the Summer Term 2021	
5.1	A Y11 recruitment plan is completed informed by stakeholder feedback		Accepted places are increased from the previous year		Year 12 Student numbers are increased to at least 40 for the 2021 academic year	
5.2	Audit is completed by subject teachers to establish gaps from school closure and plan produced to address gaps		Students identified have caught up and are on track to make expected progress		Y13 outcomes are at least in line with 20%FFT and all students have appropriate offers for university/apprenticeships	
5.3	Collate stakeholder feedback to inform and create sixth form vision and mission		Working with stakeholders, devise a 5-year plan for the sixth form		5-year plan shared with stakeholders	

Milestone Statement

Autumn	Spring	Summer
<p>Quality of Education: There is a clear plan and approach in place for developing formal talk and vocabulary acquisition across the school. This includes the development of a team responsible for the implementation and evaluation of the strategy. This work has not had impact yet and is likely to be amended, in light of the second full school closure. Faculty handbooks are now an embedded part of school practice and they have been updated to include careers, literacy and key stage 5 provision. Quality assurance using Faculty handbooks is at the early stages of development. The school has a fully comprehensive remote learning strategy which has ensured that learning has continued apace through both full school lockdowns. The school's assessment policy has been fully reviewed through a development team and there will be a trial in the summer term.</p>	<p>Quality of Education:</p>	<p>Quality of Education:</p>
<p>Personal development, behaviour and welfare: Reintegration plans have been in place since September for vulnerable students with existing poor attendance and low levels of engagement during the Covid lockdown. This has allowed focussed work to occur in the first term and during the second lockdown. Transition plans are in place and this has allowed year 7s to settle quickly and for focussed intervention to take place. Engagement of year 7 students during the second lockdown has been high. Quality assurance of the school alternative provision providers has not taken place, and this is likely to be paused until the next academic year. BPTAA and SENDIA award action plans are in place.</p>	<p>Personal development, behaviour and welfare:</p>	<p>Personal development, behaviour and welfare:</p>

<p>Tutor time programme was successfully in place through the Autumn term and supported a successful transition from lockdown to the routines of schooling and Moor Park values.</p> <p>CIAG strategy has been reviewed, reshaped and has been recognised as a model of good practice by the local careers network.</p> <p>PASS survey has been used to identify the needs of vulnerable students and that data is being used to intervene accordingly.</p>		
<p>Leadership and Management: A staff survey was not completed in the Autumn term but has since been completed. Findings will be published to stakeholders in the Spring. Development team plans are in place and have been shared across faculties. A full analysis of the impact of school lockdown has been produced, and is now being used to develop a comprehensive recovery plan to mitigate the damage of the Covid 19 pandemic</p>	<p>Leadership and Management:</p>	<p>Leadership and Management:</p>
<p>16-19 Study: A clear plan for year 11 recruitment is in place. Subject teachers have completed an audit of curriculum gaps and have shared their plans to address these gaps in the Autumn term. Feedback on sixth form provision is half completed but now needs to be completed across all stakeholder groups.</p>	<p>16-19 Study:</p>	<p>16-19 Study:</p>