



School Improvement Plan 2022/23

(Final – 15.07.22)

Key Performance Indicators

Success criteria:

1	'Pride' and 'Gratitude' are embedded into daily school life (UIS, JMO)
2	Year 7 exclusion rate, detention rate and on call total are lower than 2019 figures (UIS)
3	SEND attendance, progress and exclusion figures are below 2019 National Averages (UIS)
4	Year 7 curriculum embeds Rosenshine's Principles into short term curriculum planning (LRO)
5	Moor Park Basics are embedded into ECT's classroom Practice (LSH)
6	Data and assessment calendar underpins the implementation cycle (JBA)
7	New admission procedure published, consulted on and implemented (MJO)

Key Performance Indicator 1: 'Pride' and 'Gratitude' are embedded into daily school life (UIS, JMO)

1.1	Y7 pupils understand the terms pride and gratitude
1.2	Staff model the use of pride and gratitude with Y7 pupils

Autumn Term 2022		Spring Term 2023		Summer Term 2023	
1.1	Y7 P&G assembly on the assembly rota		Half termly P&G form time session embedded for Y7		QA demonstrates increased understanding and use of the terms P&G in Y7 pupils Review of planner/tutor time resources in readiness for Y2
1.2	Launched with Y7 pupils, teachers and tutors on Sept INSET		Use of CPD/FM time to share approaches for staff to trial and use with Y7 students		Staff consistently model the principles of P&G in their interactions with Y7 pupils, as demonstrated by staff and pupil voice

Key Performance Indicator 2: Year 7 exclusion rate, detention rate and on call total are lower than 2019 figures (UIS)

2.1	Transition plans allow for coherent and comprehensive support for identified pupils
2.2	New rewards system allows pupils to develop their sense of self and inculcates a culture of pride, gratitude and compassion
2.3	All vulnerable pupils to have a key worker who will provide attendance and behaviour support
2.4	Consistence of new routines for starts of lessons reduces on-call in first 20 minutes of lessons

Autumn Term 2022		Spring Term 2023		Summer Term 2023	
2.1 UIS	Transition information informs the production of intervention plans for identified pupils in year 7 Plans shared with all stakeholders		Teachers using the strategies and advice on interventions plans to inform the planning and preparation for teaching the cohort.		All pupils on transition plans show improvement in behaviour and attendance. Figures significantly improved on 2022 and in line with 2019.
2.2 UIS	New rewards system launched with all pupils. Pride, gratitude and compassion inform the new merits system		100% achieve one bronze 50% of Year 7 pupils achieve the two bronze badges		100% achieve minimum two bronze badges 25% achieve one silver badge 10% achieve the aspirational badge target
2.3 UIS	Year 7 pupils vulnerable to exclusion and disaffection identified and assigned to key pastoral staff		Interventions programme in place and being delivered in proactive and responsive methods		Impact of intervention programmes show pupil attendance and behaviour are improved on 2019 data
2.4 JMO	Y7 procedures for beginnings of lessons launched with all teaching staff on Sept INSET Use of CPD time to ensure understanding		Middle and senior leaders support individual staff to ensure procedures for beginnings of lessons are followed Use of CPD time to develop and share good practice		QA demonstrates consistency across and within faculties for beginnings of all Y7 lessons Use of CPD time to introduce procedures for ends of lessons

Key Performance Indicator 3: SEND attendance, progress and exclusion figures are below 2019 National Averages (UIS)

3.1	The new Pastoral structure supports SEND pupils to narrow the gap in performance between different cohorts
3.2	Bespoke specialist teacher interventions for identified pupils and through CPD allow SEND pupils to access curriculum fully
3.3	Attendance of all cohorts improves to 2019 standards and published national data

Autumn Term 2022		Spring Term 2023		Summer Term 2023	
3.1 UIS GFL JMI IDA CTO	Interventions co-ordinator in place and audit of provision and systems (pastoral & SEND) completed and areas of focus identified. Action plan developed with named lead practitioners for following cohorts: <ul style="list-style-type: none"> • SEND • Disadvantaged • SMEH • Vulnerable • attendance 		Zoning of school and daily debriefs demonstrate significant reduction in on-call, repeat detentions, fixed term and permanent exclusions in comparison to 2022		Pastoral structure is embedded, effective and responsive to ensure on-call, repeat detentions, fixed term and permanent exclusions are in line with 2019
3.2 UIS GFL JMI	Summer term data used to inform the specialist teacher interventions and timetables for identified SEND pupils (ASD, SMEH, SCLN) Weekly SEND meetings for all year groups to proactively inform interventions and support		A programme of targeted CPD for staff to access guidance and be provided with support and strategies to allow pupils to fully engage in learning. One-page profiles, IEPs and IBPS written and shared for all identified pupils in conjunction with specialist teacher advice		SEND provision is systems based and timely, allowing for a responsive mechanism of support for pupils in and out of curriculum areas Progress data shows a narrowing of the gap between cohorts and is in line with 2019 national and internal data
3.3 UIS CTO	An attendance action plan produced to reflect the use of increased staff capacity to improve attendance		Attendance plans in place for SEND and disadvantaged cohorts.		Attendance of SEND and disadvantaged cohorts in line with internal 2019 data and published national data

Key Performance Indicator 4: Year 7 curriculum embeds Rosenshine's Principles into short term curriculum planning (LRO)	
4.1	All faculty leaders understand Rosenshine's principles and have built them into their Y7 curriculum
4.2	All faculty leaders confidently use the EEF guidance report on implementation to plan Rosenshine development within the faculty for 2023-24

Autumn Term 2022		Spring Term 2023		Summer Term 2023	
4.1	Rosenshine training programme for faculty leaders is in place and has commenced		Japanese Lesson study focused upon implementing Rosenshine's principles in the classroom has commenced with faculty leaders.		Rosenshine's Principles have been built into short term planning for Year 7 2023-2024
4.2	Training programme on EEF guidance to implementation has been designed for faculty leaders. F.L training on stages 1-3 has commenced		Faculty leaders had completed training on stages 1-3 and stage 4 training has commenced		Faculty implementation plan for Rosenshine has been created.

Key Performance Indicator 5: Moor Park Basics are embedded into ECT's classroom Practice (LSH)

5.1	A consistent and precise approach towards school expectations and teaching and learning has been embedded by all ECTs/TF trainees.
5.2	All externally set requirements are met by both ECTs and TF trainees.
5.3	A targeted support programme has enabled all ECTs and TF trainees to refine and improve the quality of their teaching.

Autumn Term 2022		Spring Term 2023		Summer Term 2023	
5.1	A training programme for TF trainees and ECTs is in place. The programme has commenced.		Key learning/development points have been identified and the Term 2 training programme has been amended accordingly.		Key learning points from Term 1 and 2 can be evidenced, e.g., a reduction in the use of the behaviour system, transition procedures etc.
5.2	Drop-in sessions are available and accessed by all ECTs/TF trainees.		Drop-in sessions focus on specific/refined areas covered within the calendared training programme. TFs/ECTs are able to discuss and provided evidence of actions and outcomes.		Matrix targets and supportive evidence sections have been completed and all ECTs/ TF trainees are at least 'on target to meet' key development expectations identified by external agencies.
5.3	The observation programme has been completed for Term 1 and key development points identified.		Progress can be seen in identified development points in Term 2 lesson observations.		Refined, quality first teaching can be identified in all final year observations and participants are able to articulate the reasons for improvement and identify next steps.

Key Performance Indicator 6: Data and assessment calendar underpins the implementation cycle (JBA)

6.1 Identification and collection of key academic and behaviour/pastoral data to support the key relevant stakeholders across the school.

Autumn Term 2022		Spring Term 2023		Summer Term 2023	
6.1	Data calendar is in place that specifies which data is collected and when and how it is shared.		Data is being shared effectively with relevant stakeholders and training has been given to ensure correct usage.		Data is starting to be used to inform decision making in academic and pastoral teams.

Key Performance Indicator 7: New admission procedure published, consulted on and implemented (MJO)

7.1 All stakeholders understand the new admission procedure through clear consultation. A clear plan is in place for implementation in Autumn 2023

Autumn Term 2022		Spring Term 2023		Summer Term 2023	
7.1	Governing Body approve the Admissions policy and formal consultation period begins		Formal consultation period ends, and a marketing plan is developed to ensure that feeder primary schools are aware of the change.		A plan for the administration of the new admission procedure is in place for Autumn 2023, fair banding arrangements are sent to feeder primary schools and communicated through open days and social media.

Position Statements

KPI:	Autumn	Spring	Summer
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3			
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