



School Improvement Plan

2018-19

Leadership and Management

Priorities for improvement	Strategic actions	Lead Timescale	Success Criteria	Impact of actions	Monitoring
Improve the self-evaluation process by using secure evidence to inform the school improvement plan.	<ul style="list-style-type: none"> Review roles and responsibilities on the SLT and allocate key improvement priorities. Create and implement robust quality assurance procedures to ensure a secure evidence base to inform school improvement planning and the impact of actions. 	DMc Nov 18 January 19	<ul style="list-style-type: none"> There will be a clear understanding of roles and responsibilities amongst all staff about who is leading which improvement priority. Evidence base for new QA processes agreed. New QA process in place and school improvement plan is monitored using secure evidence base. 		FGB LA senior adviser
The pupil premium plan has clear measureable outcomes to accurately track the impact of actions	<ul style="list-style-type: none"> Re-write the pupil premium plan using best practice ideas that fit the context of our PP profile as well as the feedback from the external review carried out last year. Findings and recommendations of the external review used to inform the PP improvement plan Share the plan with all staff and governors and implement the actions agreed. Review the impact of actions every half term Work closely with the lead Governor on PP to QA impacts of actions and work with FTLs to improve provision – meet half-termly to review and forward plan. Link Governor to carry out visits and learning walks to see interventions in action Develop a set of scrutiny questions to challenge individual spending decisions and evaluate the impact of different interventions 	FFI Jan 19 Jan 19 Jan-July 19	<ul style="list-style-type: none"> The PP Plan is shared and understood by all key stakeholders Actions are initiated and embedded and regularly monitored for impact. A whole school understanding and positive ethos is embedded around PP progress and achievement All staff and faculties have a clear line of accountability and are able to effectively monitor impact of PP strategies every half term via Provision Map This process has rigorous QA using Cease/Change/Continue approach to embed flexibility and optimum impact. Positive impact on progress/outcomes/attitude to learning and attendance is evident from 2018 data – closing the gap both with other students and national indicators Governor scrutiny is more rigorous and impacting on progress of PP students. 		T&L committee Link PP governor
The SEND improvement plan has clear measureable outcomes to accurately track the impact of actions	<ul style="list-style-type: none"> External review carried out of SEND provision. Findings and recommendations from the external review used to inform the SEND improvement plan and add measureable outcomes. Share the plan with all staff and drive the actions agreed. 	SGI January 23 rd 2019 Jan 2019 Feb 2019	<ul style="list-style-type: none"> Amended SEND improvement plan with measureable outcomes is completed. The plan is shared and understood by all key stakeholders and is easily monitored for impact. 		T&L committee SEND link Governor

Pupil premium, SEND and catch up funding is used effectively to improve outcomes	<ul style="list-style-type: none"> Review the spending of PP funding and agree priorities for this year and next. Produce a new PP spending plan which includes clear success criteria linked to improving outcomes. Use Provision Map to monitor impact of spending on interventions. 	<p>FFL</p> <p>Dec 18</p> <p>Jan 19</p> <p>Jan-July 19</p>	<ul style="list-style-type: none"> The PP gap for overall P8 is narrowed against non-PP. (P8 gap between PP and non PP was 3 in 2018) and moves closer to national gap of 51 Audit spending of PP funding and ensure staff funded from PP budget have clear and measurable accountability for a specified cohort of PP students – producing a focused action plan and regular impact reports via Provision Map Produce spending plan for PP funding for this year and next mapped against clear impact success criteria Year managers to focus on attendance and behaviour/parental engagement agenda and Progress Leaders to focus on learning/ progress/effort and engagement in lessons agenda. Relevant training given to staff to be able to carry out these roles and relevant training provided on Provision Map Produce a clear process and document trail to ensure all faculty bids for PP funding is measured against impact criteria 		<p>T&L Committee</p> <p>PP link Governor</p>
	<ul style="list-style-type: none"> Review the spending of catch-up funding and agree priorities for this year and next. Use Provision Map to monitor impact of spending on interventions. Review the SEND budget and how funding is allocated. 	<p>Sgi</p> <p>Dec 18</p>	<ul style="list-style-type: none"> The % of students that arrive below expected for English and Maths are improved so that more students are at expected by the end of Y7. 2018 – NSR Maths 29.2%, English 27.4%. 		<p>SEND link governor</p>

	<ul style="list-style-type: none"> Use Provision Map to monitor impact of spending on interventions. 	<p>Jan-July 19 DMc/SGi</p> <p>Jan-July 19</p> <p>Before January 2019</p>	<ul style="list-style-type: none"> Catch up funding used for targeted Maths and English intervention with clear baseline assessment and summative tasks to measure progress. Students who continue to have gaps in learning will revisit skills in phase II Alternative literacy programme to be explored (Lit Plus used currently) The SEND gap for overall P8 is narrowed against non-SEND. (2017 – 18 Non SEN: -0.08 SEND -0.79) Check funding appropriately allocated; use additional funding effectively for pupils with SEND (inc SENK) to raise their achievement Provision map populated & SEND gap for overall P8 is narrowed against non-SEND. (2017 – 19 Non SEN: -0.08 SEN -0.79) though specific & targeted actions, including re-evaluation of SENK students interventions audited for spending vs effectiveness 		
Systems for assessment and monitoring of student progress provides accurate information to inform improvement plans	<ul style="list-style-type: none"> Review systems for assessment and monitoring of student progress and implement changes to improve current systems. KS3 assessment and progress systems clarified and moderated externally to ensure the system is fit for purpose and accurately reflects attainment, progress and the implementation of knowledge, skills and understanding. Use the information gathered from data collections effectively to target improvements needed. Ensure that FFT and ALPs targets are incorporated to ensure appropriate subject targets. Clarity is ensured in target setting with evidence (particularly in maths) Teacher's accountability for assessment and ATL is improved through intervention and barriers to learning input. 	<p>PCI Review and simplification of SLT data form completed Jan 19</p> <p>Summer term 19</p> <p>Through data calendar and Rag meeting reported back to SLT (Jan 19 first change)</p> <p>Evidence for target setting and getting produced summer term 2019.</p>	<ul style="list-style-type: none"> SLT and governors have a precise view of how much progress students are making across all subjects. Teachers are fully aware of the process behind target setting and the aspirational nature of teacher targets and subject targets. Teachers complete more accurately the impacts, barriers and interventions in SIMs in order to show progress for students. All subject tracking data reflects both current and predicted outcomes for KS4 with clear evidence of the grades given. Which leads to specific focus on intervention priorities for year groups. Systems to track progress in each key stage are reported through Line management, SLT and Governors with a clear statement of the progress issues and actions for each year in order to fully assess impact and improve accountability 		T&L Committee

		Processes for RAG meeting reviewed by Easter 2019			
Leaders monitor and improve the quality of teaching and learning within their areas of responsibility	<ul style="list-style-type: none"> • RBA to work with middle and senior leaders to develop a shared understanding of what constitutes Quality First Teaching and to ensure leaders at all levels are supporting and monitoring teaching staff in delivering a responsive learning environment for all students. • Agreed and updated system of SLT and Middle Leader QA including learning walks, work scrutiny and data analysis • Update faculty action plan based on new SIP • Set up a lead practitioner group who will lead the CPD programme • Introduce a coaching programme and utilise a coaching approach to support the improvement in any teaching and learning that requires improvement. 	<p>KSm</p> <p>Jan 19</p> <p>Jan 19</p> <p>Jan 19</p> <p>Jan 19</p> <p>Feb 19</p>	<ul style="list-style-type: none"> • QA process confirms that the school judgements are accurate • There is a common understanding of what QFT looks like. • The quality of teaching is consistently good across the school. • FIPs updated every term using QA data gathered through the QA process <ul style="list-style-type: none"> • FIPs accurately reflect whole school improvement priorities <ul style="list-style-type: none"> • Lead practitioner group set up and leading whole school CPD programme • Whole school coaching programme introduced; targeted support programmes put in place for any teaching that requires improvement 		<p>T&L committee</p> <p>LA link advisers</p>
Safeguarding records are reviewed regularly to ensure they are precise, accurate and detailed.	<ul style="list-style-type: none"> • Allocate SLT lead for overall leadership of safeguarding • External review of our safeguarding processes and systems for record keeping (including admissions and staff records) and make any necessary changes. • ABr to implement web based safeguarding system and train all staff on its use • Complete safeguarding Audit to identify areas of continued good practice and areas to further improve. • Establish a safeguarding committee to review safeguarding procedures termly. 	<p>ABr</p> <p>December 18</p> <p>DMc</p> <p>January 19</p> <p>ABr</p> <p>April 19</p> <p>ABr</p> <p>Feb 19</p> <p>ABr</p> <p>Jan 19</p> <p>ABr</p>	<ul style="list-style-type: none"> • All staff are aware of lead for safeguarding • All safeguarding areas are graded as yes on S175 Audit. <ul style="list-style-type: none"> • System is available to all staff through class charts or desk top. • Completed audit presented to governors and submitted to DCC. • Committee on school calendar and active. • Certification. 		<p>Safeguarding Manager</p> <p>Safeguarding link governor</p>

	<ul style="list-style-type: none"> • Increase training of all year managers to level 1 for child protection. 	April 19			
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Teaching, Learning and Assessment

Priorities for improvement	Strategic actions	Lead Timescale	Success Criteria	Impact of actions	Monitoring
Improve the quality of teaching in maths so that students are challenged and teaching is consistently good across the faculty.	<ul style="list-style-type: none"> • Improve the quality of teaching, learning and assessment in maths by linking the faculty with a good or outstanding maths faculty. • Provide the necessary support to any teacher in the faculty that is not consistently delivering good teaching. • More rigorous focus on topic level analysis in order to more appropriately target interventions • Regular moderation of students' work to secure consistent assessment practices • Focus on effectiveness of the leadership of the faculty through QA and support program. • More detail in Maths Action Plan 	PCI Dec 19 plan for extra capacity and it's use. Jan 19 response to mock exam data and regrouping Support in place. Feb 19 work scrutiny, observations and data analysis reports to show improvements. Feb 19 Leadership assessment and impact report.	<ul style="list-style-type: none"> • Teachers and students are aware of their gaps and teaching is adjusted to specifically meet the student's needs. • Predictions are more accurate measured against trail and actual exam results • Improvement seen and judged in quality of work in books (RI in Fac Review to improve to good and outstanding) • More effective leadership shown through improved outcomes and quality of teaching. 		T&L committee PCL through line management, obs, work scrutiny, analysis of data, support programmes
Raise expectations of what students can achieve	<ul style="list-style-type: none"> • Provide training on how to include challenge into lessons. • Agree expectations and challenge students who do not complete their work to an acceptable level. • Model expectations of written work and presentation in all classrooms. • Moderation of cross-phase work within and across faculties • Review and refine use of 'Must/Should/Could' and GfG • Faculty portfolios of Grade 5+ work • Tutor time/assembly expectations and rewards for meeting/exceeding targets 	KSm Jan 2019, ongoing Jan 2019, ongoing Jan 2019 Feb 2019 Spring 2019	<ul style="list-style-type: none"> • Monitoring QA indicates that all teachers have raised their expectations of what students' can achieve • SEN and PP student profiles are used, updated and monitored • Agreed sanctions for poor presentation and/or lack of work • Agreed sanctions for lack of homework • Excellent work rewarded and displayed • P8 is positive for Basics, EBacc and Open elements • The gap is narrowed between PP/non-PP and SEN/non-SEN students • The majority of books/folders are well presented 		T & L committee FGB

	<ul style="list-style-type: none"> • School/faculty policy on lesson structure (starters) and minimum expectation per lesson • Plan extended writing opportunities in all subjects across all key stages • Review and embed approach to marking and rewind with particular focus on extended writing and accuracy of written expression • Displays of and rewards for excellent work • Termly re-sit of assessments if not at target grade – SLT support • 	<p>Spring 2019</p> <p>Spring 2019</p> <p>Spring 2019 April 2019</p> <p>Summer 2019 Spring 2019</p>	<ul style="list-style-type: none"> • Student voice and work scrutiny indicates pride in books • Work scrutiny indicates that the majority of staff are marking for literacy 		
Provide well-targeted support to disadvantaged students so that they catch up with other students	<ul style="list-style-type: none"> • Identify key CPD areas and use Friday 5/INSET to deliver • Provide training for teachers on how to plan effectively to meet the needs and capabilities of PP students. • Instigate a regular 'PP slot' at the beginning of most Friday 5 sessions where staff showcase good practice • Using Provision Map, develop an individual passport which provides a one page profile highlighting strengths and barriers to learning for all staff to access. • Capture student voice on the passport so they can share how they would like to be supported. • Monitor all interventions for impact ensuring they are all on Provision Map and there is clear success criteria. • Train staff to ensure effective use of new systems. • In line management meetings, FTL's to report on how data is routinely scrutinised for disadvantaged students and which specific interventions are being implemented. • Audit current provision - Interview all PP students in Yr 11 as a priority FFL/DMC. Key questions to inform Passports eg student's hobbies/interests/outside school life and barriers/learning experiences/identifying individual needs/including learning and confidence Complete this for Yr 11 by 	<p>FFI Jan 19</p> <p>Jan-July 19</p> <p>Jan-July 19</p> <p>Dec - Jan 19</p> <p>Jan 19-July 19</p> <p>Jan-Feb 19</p>	<ul style="list-style-type: none"> • Data evidences sustained progress in outcomes/ progress/attitude to learning for all PP students and improvements on last year's indicators to close the gap when compared to NPP and national (P8 to be better than -0.83 and closer to national of -0.51) • CPD programme of training in place • Provision Map has been set up for Y11 PP students. • PP map is used effectively to monitor efficacy of interventions 		PP link Governor T&L committee

	<p>nd of Jan followed by Yr 10 PP by end of Feb.</p> <ul style="list-style-type: none"> Update Pupil profiles with new strategies and successes and latest data every half term. The document will be desired outcomes/success criteria/evaluate impact - lead and reviewed for impact every half term by PP co-ordinator /FTLs/Progress Leaders and link governor all adopting a Cease/Change/Continue approach Work with Progress Leaders and Year Managers to engage parents more effectively. Organise a 'Come for tea...' night. Identify some key 'Quick Wins' strategies and initiate these whole school <p>Investigate a series of 'PP projects' as part of staff development</p>	<p>Jan 19</p> <p>Jan- July 19</p> <p>Jan 19</p>			
<p>Provide well-targeted support to SEND students so that they catch up with other students</p>	<ul style="list-style-type: none"> Provide training for teachers on how to plan effectively to meet the needs and capabilities of SEND students. Using Provision Map, develop an individual passport which provides a one page profile highlighting strengths and barriers to learning for all staff to access. Capture student voice on the passport so they can share how they would like to be supported. In line management meetings, FTLs to report on how data is routinely scrutinised for SEND students and which specific interventions are being implemented. Monitor all interventions for impact ensuring they are all on Provision Map and there is clear success criteria. Use briefings/F5 to raise the profile of SEND students with teaching staff. Review the role of TAs in the classroom and provide training on best practice. 	<p>SGi Jan-July 19</p>	<ul style="list-style-type: none"> Existing information imported into PM, centralised – including students' One Page Profiles (student voice) Interventions costed & impact easier to measure. Also co-ordinated between faculties (& SEN) TLR Postholders identified to represent SEN in their subject (start with Core) with responsibility to ensure resources and provision in place CPD planned with SEN focus – T & L for SEN students and Effective Use of TAs in the Classroom New student-focused briefing to highlight profile of SEND students and their specific needs/circumstances TA Skills audited & collated – training needs identified & provided. Ongoing Training programme in progress for TAs 		<p>SEND link Governor T&L committee</p>

<p>Use accurate and realistic assessment information to set students work that provides sufficient and appropriate challenge</p>	<ul style="list-style-type: none"> • Provide CPD on assessment design to ensure teachers are skilled in using testing to gain an accurate understanding of students' progress. • Embedding Formative Assessment programme • Review the use of targets and current grades, developing a policy of regular assessment and reporting of skills rather than grades • Develop and maintain portfolios of graded work • Updated long-term planning to indicate skills and knowledge necessary at the end of each unit/year/key stage • Develop the use of technology in assessing and improving students' work • Develop a consistent approach to assessing, marking and feeding back to students • Develop a more systematic approach to moderation and monitoring of data input 	<p>KSm</p> <p>Spring 2019</p> <p>Autumn 2019</p> <p>Spring 2019</p> <p>Summer 2019</p> <p>Ongoing</p> <p>Spring 2019</p> <p>Summer 2019</p>	<ul style="list-style-type: none"> • Students understand their capabilities and how to reach the next level • There is a consistent method of assessment recording across and within all faculties • Students are confident they can improve and meet their targets • Assessment for Learning is fully understood and staff know how to use assessment information to adapt their planning • Assessment data is accurate compared to external outcomes • Tracking of assessment data shows at least expected progress across each assessment point • Lessons are planned, sequenced and adapted to meet the needs of all students 		<p>T&L committee</p> <p>FGB</p>
<p>Develop questioning skills so that they consistently check and deepen students' knowledge and understanding</p>	<ul style="list-style-type: none"> • CPD programme reviewed to ensure it supports new improvement priorities for T&L • Lead practitioner group which will include a representative from each faculty will plan and deliver CPD on questioning • Develop opportunities to share best practice on questioning skills • Faculty Team meetings include T&L on their agenda and include an item on sharing good practice 	<p>KSm</p> <p>Jan 2019</p> <p>Jan-March 2019</p> <p>Ongoing</p> <p>January 19 - onwards</p>	<ul style="list-style-type: none"> • CPD has been delivered to develop teachers' questioning skills so that they consistently check and deepen students' knowledge and understanding • Monitoring QA indicates that questioning consistently challenges students • Faculty agenda consistently include good T&L practice items related to the SIP 		<p>T&L committee</p> <p>FGB</p>
<p>QTF - Increase the awareness and understanding of staff of the needs of PP students and the strategies used to reduce their barriers to success</p>	<ul style="list-style-type: none"> • Whole staff CPD on latest research/thinking around PP students/use of the EEF PP strategies • Share good practice between depts. on a regular basis and Share successful interventions on individual students both whole school and within faculties. • Set up a PP working party with representatives from all faculties and ensure QTF is a focus – working with T&L VP to identify CPD needs. 	<p>FFL</p> <p>Jan/Feb 2019</p> <p>Feb ongoing</p> <p>Jan/July</p>	<ul style="list-style-type: none"> • Staff CPD impacts on progress of key students to close the gap between PP and NPP • QA evidences improved ethos and understanding of PP needs and evaluation of impact • Sharing best practice is embedded in day to day and evidenced through Friday 5/INSET CPD • PP projects have a positive and measureable impact on the progress of students involved. 		<p>PP Governor T&L Committee</p>

	<ul style="list-style-type: none"> Staff accountability for progress – evaluating impact regularly – via Provision Map and used to inform faculty actions Introduce PP Projects – staff bid for available funding with clear success criteria and impact reports produced. 	<p>Jan – July</p> <p>Jan - July</p>			
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Behaviour, attendance and welfare

Priorities for improvement	Strategic actions	Lead Timescale	Success Criteria	Impact of actions	Monitoring
Improve whole school attendance	<ul style="list-style-type: none"> Review the attendance policy and check that systems are rigorous. Implement new policy and procedures based on review findings. Raise the profile of the importance of attendance with students and parents. Improve the celebration of good attendance via the new rewards policy. Ensure year group clusters are provided with the attendance figures for their cluster meetings and actions are agreed and monitored. AHT with responsibility for attendance meets with the year managers once a week to review attendance data. Ensure Year managers and Progress Leaders have a clear understanding of their role within the monitoring of attendance and how they are expected to intervene. Ensure the MAT are supporting us effectively with PA students. Review and agree admin attendance support and their role 	<p>MSk December 2018</p> <p>December – January 2019</p> <p>January 2019</p> <p>January 2019</p> <p>January 2019</p>	<p>To be at least in line with or better for whole school attendance (94.6%)</p> <ul style="list-style-type: none"> <i>National figures for 17/18 in brackets</i> Meeting will have been held with Attendance Lead from DCC to review and refine attendance and absence procedures, current procedures will have been checked against DfE guidelines (issued September 2018) Current attendance policy will have been reviewed and a new policy will have been written and submitted to Governors The profile of attendance has been raised with students – weekly and year-to-date cumulative attendance written in planners, celebrated on smartboards around communal areas and on noticeboards by YMs, new regular rewards will be in place in celebration of good attendance (written into updated behaviour and rewards policy) The profile of attendance has been raised with parents and carers. Greater level of understanding secured; factual information and celebration communicated via email, 		<p>Senior LA adviser</p> <p>Governor committee</p>

			<p>Edukey, website, Newsletter and Facebook</p> <ul style="list-style-type: none"> • A weekly meeting Chaired by AHT Attendance is in action with all YMs to review current data and set actions, with emphasis on PP and SEND. Data is taken on a weekly basis to cluster meetings as a rolling agenda item where actions are agreed by YM, Progress Coordinator and SLT link • AHT Attendance will have established a regular meeting with the manager of Glossop MAT where the key focus is PA students (with particular focus on PP and SEND) • Attendance admin support will have been reviewed and staff redirected with clear written guidelines of the updated attendance and absence procedures to follow 		
<p>Improve the attendance of PP and SEND students.</p>	<ul style="list-style-type: none"> • Target pupil premium students first in all interventions in order to reduce the gap between the absence of PP and NPP, as well SEND students. • Increase the number of external agency referrals via early help referrals and MAT team involvement • Review attendance of PP and SEND at fortnightly line management meetings with SENCOs and AHT responsible for PP. 	<p>MSk FFL SGi</p> <p>December 2018 ongoing</p> <p>January 2019</p>	<p>To be at least in line with or better for PA (13.5%)</p> <p><i>National figures for 17/18 in brackets</i></p> <ul style="list-style-type: none"> • All parents / carers of absent students will continue to receive an In-Touch text message period 1. All absent PP and SEND students will be prioritised by Year Managers / Attendance Admin support / SEND Admin support in ringing home every morning to establish reason for absence and to offer support in getting them back into school • Attendance Awareness group will meet every 6 weeks (PP and SEND students) • The number of Early Help referrals for PA students has increased across Y7-13 and the MAT are involved with a greater number of students /families 		<p>SEND link governor</p> <p>Governor committee</p>

			<ul style="list-style-type: none"> • A rolling agenda item of attendance is in place (for AHT PP at appropriate meetings and by AHT line-managing SEND) concerns are being recorded and actions set for PP and SEND with attendance concerns 		
Reduce the number of fixed term exclusions particularly for disadvantaged and SEN students	<ul style="list-style-type: none"> • Review the behaviour & Rewards policy and amend policies accordingly. • Review support systems for D and SEND students and make recommendations for any changes needed. • Analyse behaviour and exclusion data strategically to identify factors for repeat offenders being excluded and implement necessary changes based on this. 	MSk January – Feb 2019 January 2019 January 2019 – each half term	<ul style="list-style-type: none"> • The Behaviour and Rewards policy has been reviewed, and a new policy has been submitted to Governors • A Behaviour and Rewards working party innovation group has been set up to refine the current behaviour and rewards framework • The support systems for SEND specifically those with behavioural / emotional needs have been reviewed (together with the AHT SEND and SENCos). Recommendations will have been made regarding personalised sanctions and rewards for individual students of concern • Behaviour data shows a reduction in the number of FTEs. 		Safeguarding link governor Governor committee LA link adviser

Outcomes

Priorities for improvement	Strategic actions	Lead Timescale	Success Criteria	Impact of actions	Monitoring
Improve the outcomes in maths.	<ul style="list-style-type: none"> ● Review the current teaching allocation in maths and increase the capacity of teaching to work with key groups of students in Y11 to accelerate progress. ● Teach an extra lesson of maths on a Friday period 5 to target groups of students. ● Increase the curriculum time from 3 periods to 4 periods of maths per week in all year groups from September 2019. ● Review the curriculum in maths to ensure it is challenging and progressive. ● Further detail in maths action plan and through improving the quality of teaching in maths. 	PCI Jan 19 review of current y11 trial results and actions to improve Jan 19 extra staffing in maths Feb 19 curriculum plan for 19/20 includes more maths in the curriculum.	<ul style="list-style-type: none"> ● Maths curriculum is increased ● Outcomes for groups improved to at least Nat average and the DisAd gap is decreased. ● KS3 attainment is moderated and uses nationally agreed standards. 		PCL Through Line management Plan for extra maths has been created (30/11) T&L committee