

SCHOOL IMPROVEMENT PRIORITY AND SEF	OFSTED AFI – January 2016 WSIP	NAMED GOV/SLT	PROGRESS STEPS /TIMESCALE	IMPACT MEASURE								
1. OVERALL EFFECTIVENESS (LW)	1. 'Continue to secure better outcomes for pupils' (OfSTED AFI	SLT: <u>PM</u> /HR	Progress for all students tracked and monitored via SISRA. (PM/LHI)	Whole s	chool tar	gets 2018	based or	ı internal	progress	flightpatl	ıs:	
SEF RATING: 2	Jan 2016)	Named Outcomes /curriculum	Review of school's target setting flightpath to move MA (HPA) students from FFT50 +1 to FFT20. (LHI/PM)		ALL	М	F	PP	NON- PP	SEND	NON- SEND	НРА
1a. Move from Good (Jan 2016) to		Governor: TS	Boys' progress - Boys' progress analyses at each tracking point. (IH)	L2 Eng /Maths Basics	84%	80%	88%	<mark>71%</mark>	88%	33%	88%	100%
Outstanding (Jan 2018)		Named DP Governor: LE	DP progress – progress analyses at each tracking point (PM) HPA progress – progress analyses at each tracking point (TA)	0, = 1								
and			Programme of raising boys' aspirations leads to gap closing between boys' and girls' achievement (IH)	Average Total A8	59.2	57.5	60.7	53.7	60.6	45.3	60.3	72.8
2. OUTCOMES (PM)			HOY Progress to track MA/SEN/DP in-year gaps using SISRA. (LHI)									
SEF RATING: 2			Head of English leads a renewed literacy strategy across the school. SPAG improves in all curriculum areas as evidenced by moderation across the MAT.	Average Total P8	1.05	0.89	1.19	1.05	1.05	1.08	1.05	0.73
			Subjects with sig – or -RPI: RAISE 2016 (Attainment): Art, Drama, ICT, PE, French. Each of these subject leaders to report to named Governor. Targets set for each subject and progress tracked by PM. These targets to form HOD Appraisal 1 target.	EBACC Entries	33%	27%	39%	29%	34%	22%	34%	49%
			EOY targets to be published early Autumn term for Y8-11; October for Y7.	EBACC achieved	31%	23%	38%	21%	33%	11%	33%	49%
			DP External review (July 2017) – action points form separate DP strategic plan with clear milestones (PM)	ved	3170	2370	3070	2170	3370	1170	3370	±270
		SLT: PM	QA HODs – use of SISRA			1		·	L	1	1	ı



3. CURRICULUM		Review of Year 7 SOW across all subjects. HPA diet to be enhanced. (LHI)	Academic monitoring demonstrates that HPA Y7 students are making more progress than in 2016/17.
		Vocational offer review (PM)	Vocational offer: expenditure for outsourcing justified by outcomes and courses that best match students' needs.
3. BUDGET RECOVERY PLAN	SLT: LW Named Finance Governor:PR	Expenditure/reduction: Further reduction in department capitation. Shared staffing costs with TRA where school improvement comes from JFCS (PM; LHI; GD; CW; JS) All LA support contracts to finish (REHO; MAT team services) Restructure in support staff (admin) TA CPD provided as part of Apprenticeship bid (EMET) No further expansion in staffing.	In year deficit reduces by a further 170k for 2017/18 Separate accounts approved by EMET.
	SLT: LW Named Admissions Governor: P Harding	Reduction in teaching – 1 x MFL teacher Reduction in vocational offer Staffing and resourcing of 6 form entry curriculum Income: Year 7 2017 – 163 on roll Year 7 2018 target – 180 on roll. Apprenticeship levy 3aaa.	



4. SAFEGUARDING	4. Safeguarding is effective (HR)	SLT: HR Named Safeguarding Governor**:AB	KSCIE document – staff handbook Prevent Strategy delivered as part of SMSC FGM - CPD priority External review of SRE Attendance strategy for LAC	Termly safeguarding audit confirms that safeguarding is effective. External review of SRE confirms that a quality provision is in place.
LEADERSHIP AND MANAGEMENT (LW) SEF RATING: 2	1.Ensure 'that middle leaders take full responsibility for evaluating the effectiveness of their subject area and improving the quality of teaching, learning and assessment within it'.	Named Leadership and Management Governor*:SB	HOD Humanities leads QA T and L cycle 2017/18 Election of Chair of senior staff – HOD Associate SLT – HOD UPS 3 teachers to begin QA development project from the following list to appear as target 3 for Appraisal:	UPS 3 teachers have a clear whole school improvement role, for which they are accountable. This leads to an improvement in teaching and learning reflecting the increased responsibility for all school leaders.
	(OfSTED AFI Jan 2016)		1. Support HOYs with work scrutiny across year groups 2. Support HODs with the implementation of the school's Teaching and learning policy through the development of an aspect within it; this to be disseminated across all curriculum areas 3. Development of a SPAG strategy across the school to best prepare all students for new GCSEs 4. Development of reading initiatives at KS4 and supporting the work of the librarian 5. Support the school's MA strategy through the development	



			of supporting initiative speaking, debating, Visevents (SLT: TA) 6. Support the school' cultural events such as museums, dance and of Department SEFs to fe	nspired and other some some some some some some some some	such extra- curricular ugh the promotion of es, the theatre,	Department SEFs ensure that all leaders have an accurate account of the strengths and weaknesses of the school.
GOVERNANCE SEF RATING: 2	New LGB for JFCS and TRA moves to named Governor model for enhanced accountability.	SLT: LW	Outcomes Focus: MA (HPA) and boys' progress and Curriculum Leadership and Management/ Teaching and Learning Finance DP Strategy Safeguarding/PD and Welfare Admissions Personnel Behaviour Complaints Named Governor meet planned intervals durity each named Governor	ing the term (eveni becomes part of L	ngs). Report from GB meeting schedule.	Governors have a sharp understanding of the school's strengths and weaknesses and therefore can hold leaders to account. This leads to a rise in standards.
			SLT provide monthly in named Governor.			



			JF and TRA Governors ensure moderation.	
TEACHING, LEARNING AND ASSESSMENT (LHI) SEF RATING: 2	1. Teachers should 'check that boys make full use of the opportunities they are given to write at length' (OfSTED AFI Jan 2016) 2. Teachers should 'give clear guidance to pupils on how to improve their work when they mark it' (OfSTED AFI Jan 2016) 3. Teachers should 'check that pupils have acted upon comments and suggestions for	SLT: TA/LHI Named T and L Governor*:MP	The school's marking and assessment policy, which includes the presentation of written work policy is fully implemented and monitored through a systematic QA programme. This includes a specific reference to opportunities for extended writing and a whole school commitment to identifying spelling errors by following the Sp x 3 rule.	The consistent application of the school's marking and assessment policy leads to greater progress for all groups of students from their starting points.
	improvement 4and that they (teachers) should froutinely check that pupils have corrected their spelling mistakes' (OfSTED AFI Jan 2016)			
	5. ALPS: Students take responsibility for their learning (Key group focus: More Able) (LHI)	SLT: LHI	Learning walks and other QA processes focus on student voice and the students' perception of the teaching and learning experience. Students can point to a piece of work that they have found challenging or which they have had to redraft to improve.	Students' progress from differing starting points is evidenced in exercise books. Challenging material leads to greater progress as students' resilience develops.



	6. Meaningful		Co-construction of teaching and learning leads to a greater understanding of the learning process by students. Growth Mindsets theory permeates the ALPS strategy. Learning ambassadors lead elements of learning across the school. Students foster exemplary attitudes to learning as demonstrated by: - Written work - Quality of homework - Attendance at academic support clinics - Engagement in lessons - Curiosity - Increased competition - Attendance at non-sport related extra-curricular events	
	homework becomes a consistent feature of the academic diet and school experience.	SLT: TA	Development of the school's 'Homework Hub' Homework to be integrated as part of ALPS Homework to be used as a prior learning opportunity in addition to consolidation.	Leads to students meeting FFT20 target as engagement in homework becomes part of the learning process rather than an add on.
PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE (HR) SEF RATING: 2	1.Older boys' books are sometimes untidy. (OfSTED AFI Jan 2016)	SLT: TA	The school's policy on the presentation of written work is monitored through the work scrutiny QA process.	All exercise books and planners meet the school's expectations for the presentation of written work.
	2. Students' attitudes to learning are evidenced by a further improvement in attendance and punctuality rates. A reduction in PA demonstrates that parents and carers value highly the work	SLT: DMU	Attendance and PA continue to improve along with monitoring systems Expectations for punctuality to school are clear. Students are encouraged to be at school for 8.30am. Arriving at tutor time after 8.40am will be considered as late. Punctuality to tutor time and lessons is monitored. 2 minute grace is permitted for travel between lessons. New school day reflects purposeful climate in school.	Attendance target 2017/18: 96% PA target 2017/18: 3% Punctuality target 2017/18: 96%



	of the school .			
	3. The student council becomes an active voice within school and contributes to the development of the following policies: - Bullying -E safety -Homework -Community		Students become more involved in the leadership of their school. This is reflected in an improvement in attitudes to learning – currently measure by effort grades. New TOR are created for the student council which is led by the Head Boy and Head Girl. Student council members feedback systematically to tutor groups. Students feel valued at school and that their voice is heard. Students contribute to the success of the WSIP 2017/18 Students have a forum for reporting to the LGB.	Student survey 2018 – students report a greater engagement with the leadership of the school student body.
	-Charity	SLT:IH		
	4. Development of tutor time		Routines and expectations established across all tutor groups. Structured programme established. Consistency of quality and equality of opportunity established. Academic monitoring becomes part of the tutor's work. QA assemblies QA student support service to HOYs QA HOYs use of SISRA	Quality pastoral care for all students leads to greater academic progress.
BEHAVIOUR SEF RATING: 2	3. Behaviour shows objective improvement as students become	SLT: DMU/HR Named behaviour Governor:Julie Soar	Half-termly RAG rating against no-notice behaviour audit. Monthly behavior strategic meetings led by DMU. Clear list of open and closed cases, key workers and strategies employed.	Reduction in FTE No significant groups identified in FTE figures



more engaged with their learning experience in all aspects of school life.		Behaviour monitoring has systematic QA process Preparation for school support services post REHO/MAT.	Lesson withdrawal is an emergency protocol and numbers reduce to single figures per term. Bullying rates continue to fall
aspects of school file.	SLT: IH/HR	Rewards – integral part of behaviour management; rewards system enhanced and embedded as part of the culture of the school (AC)	
4. Boys behaviour and boys' attitudes to learning improve.	Named 'boys' progress Governor: Tony Stephens	Identification of core group of boys for a separate strategic plan as follows: 1. Any boy that has had more than one FTE 2. Any boy that has been withdrawn from a lesson more than once 3. Any boy who has a HT detention more than once. Identification of Year 9, 10 and 11 boys who can be positive role models for younger boys for peer mentoring. Investment in alternative CPD – engaging boys (November 2017)	HPA (MA) boys reach FFT50 +1 and then FFT20 targets.

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