

# SUMMARY SCHOOL LEARNING PLAN 2019/20

Date	October 2019	Next Review Date	January 2020
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<p><b>QUALITY OF EDUCATION</b></p> <p>PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT</p>	<ol style="list-style-type: none"> <li><b>1. Improve attendance</b> for all, particularly for disadvantaged pupils</li> <li><b>2. Ensure the curriculum continues to</b> support the aspirations and needs of <b>all</b> pupils</li> <li>3. Ensure any <b>gaps in knowledge</b> and skills in <b>remembering more</b> are effectively addressed</li> <li>4. <b>Further improve reading</b></li> <li>5. <b>Ensure leadership remains strong and has impact at all levels</b>, particularly those new to post</li> <li>6. <b>Improve Basics and EBacc</b> national performance at KS4 and reduce variation in performance at KS4, <b>especially in subjects performing below target/national</b>. Ensure <b>all KS3 schemes</b> cover <b>all</b> the national curriculum</li> <li>7. <b>Quickly narrow achievement</b> gaps for disadvantaged pupils &amp; <b>improve achievement for the middle ability</b></li> <li>8. <b>Continually strive to remove social injustices</b> and work for equality for all students, including the disadvantaged</li> </ol>
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<p>KEY ISSUES FROM PREVIOUS INSPECTION</p>	Key Issues	Planned Actions/Impact
	<p><b>Improve the quality of teaching and learning</b> so that students make more rapid progress</p> <p><b>Increase the standards students reach in their GCSEs</b>, particularly in Sp, Gg and Hi by continuing to work with established partners from other successful schools</p>	<p><b>CPD programme</b> focus on improving teaching and learning (including knowing &amp; remembering more) - impact monitored</p> <p><b>Ensure consistency</b> in marking &amp; behaviour policy application</p> <p><b>Effective QA</b> – middle &amp; senior leaders &amp; has impact</p> <p><b>Effectively share good practice</b></p> <p><b>Continue intense curriculum development</b> work in Ebacc subjects, including high quality collaboration</p>

<p>QUALITY OF EDUCATION</p>	Key Issues	Planned Actions/Impact
	<ul style="list-style-type: none"> <li>• <b>Curriculum – Ensure curriculum schemes of work (intent) are being taught effectively so that children learn the curriculum &amp; continue</b> whole school revised curriculum journey, ensuring <b>gaps in knowledge are addressed</b>, and children <b>remember more</b>, linking to improved outcomes for all</li> <li>• Further improving <b>Reading</b></li> <li>• <b>Assessment</b> – further development of accuracy/checking for and addressing knowledge gaps</li> <li>• <b>Teaching to remember long term</b> with fluency; in lessons, but needs to impact in exam outcomes</li> <li>• Progress of <b>middle ability children</b></li> <li>• <b>Improve headline national exam outcomes</b></li> </ul>	<p>Ensure <b>all schemes follow the national curriculum</b>, or equivalent and that the curriculum is well planned, including for disadvantaged and for SEND.</p> <p>Track how the curriculum is <b>addressing social disadvantage by addressing gaps</b> in students' knowledge and skills.</p> <p>Ensure the curriculum, at whole school and department level, is <b>well sequenced</b></p> <p>Ensure the <b>curriculum content is taught in a logical progression, systematically and explicitly</b> enough for all students</p> <p>Evaluate and ensure plans are in place for the curriculum to be designed and taught so <b>that students read at an age appropriate level</b></p> <p><b>CPD</b> has an impact on teachers ensuring that <b>students embed key concepts in the long term memory</b> and apply them fluently</p> <p>Review <b>assessment policy</b> and ensure it is effective</p>

<p>BEHAVIOUR AND ATTITUDES (Response of students)</p>	Key Issues	Planned Actions/Impact
	<p><b>Urgently address Absence and PA rates</b> following focused, ambitious improvement strategy</p> <p><b>Improve attendance, punctuality and behaviour</b> for those with <b>particular needs</b> – individuals/groups</p> <p><b>FTEs and PEX</b> – ensure these reduce, while behaviour improves, particularly for those with particular needs</p> <p><b>Address perceptions of what is bullying</b> with students and families</p>	<p><b>Identify targeted groups</b> of PA students and students with particular behaviour needs and find effective ways to improve their attendance and/or behaviour.</p> <p>Ensure there is <b>consistent application of policies</b>.</p> <p><b>Involve key people</b>, including <b>developing further the leadership role of Learning Managers</b>, to work with families and staff in school to have a positive impact on aspects of behaviour, attendance or punctuality</p> <p><b>Track impact of strategies</b> and ensure they are having a positive impact.</p> <p><b>Continue to develop systems and personnel</b> to more effectively improve targeted students for attendance, behaviour or punctuality.</p> <p>Continue to develop effective strategies <b>to reduce FTEs</b></p> <p><b>Use student, parent and staff surveys</b> focusing on behaviour, bullying, and how they feel about aspects of school – address issues/any misconceptions</p> <p>With increased numbers, continue to <b>ensure children are well managed at social times</b></p>

<p>PERSONAL DEVELOPMENT (School Provision)</p>	<p><b>Prioritise Mental Health and Wellbeing of students</b>  <b>Remove social injustices</b> and barriers  <b>Safeguarding culture</b> remains strong  <b>Cultural Capital</b> (incl Citizenship/mutual respect)  <b>Develop resilience</b> in face of difficulties and challenge  <b>Very strong Student Leadership/Student Voice</b>  <b>Strong National Programmes</b> eg. Duke of Edinburgh  Opportunities to <b>celebrate difference</b>  <b>Ensure appropriate use of social media</b> - ongoing  <b>New Curriculum for Life Programme</b> in place – RSE, CIAG, PHSE, Citizenship  <b>Opportunities to stretch students’ talents &amp; interests</b> - ongoing</p>	<p><b>Effective Curriculum for Life Programme</b> – coherently planned &amp; impact evaluated  <b>Develop student resilience &amp; independent learning</b>  Further enhance <b>student voice</b> opportunities, particularly related to quality of education  <b>Students actively support wellbeing</b> of other students  <b>Curriculum development</b> includes all personal development key issues  <b>Range and take up of extra curricular provision</b> – track &amp; ensure provision is accessed by <u>all</u> groups, including disadvantaged  <b>Continue to promote equality and diversity</b>  <b>High quality CIAG</b> (Gatsby benchmarks) - continue  <b>Internationalism and Engineering</b> remain strong  <b>SMSC remains strong</b> &amp; explicit through curriculum  <b>Maintain high quality pastoral support</b> for all, particularly those with particular needs</p>
<p>LEADERSHIP &amp; MANAGEMENT</p>	<p><b>Strong safeguarding culture maintained</b>  <b>Staff well being and workload</b>, while developing workforce – high priority &amp; staff involved  Ensure <b>leaders at all levels</b> show clear impact on school improvement  <b>Further develop Learning Manager</b> as key leadership role  <b>ALL leaders</b> impact on high quality curriculum development work, including those hard to reach &amp; PP, so that impacts on improved outcomes  <b>Governors</b> – developing good understanding of new Ofsted framework and responsibilities  Middle and senior leadership <b>intense focus on effective curriculum implementation</b> of revised schemes of work  <b>Effective CPD</b> for staff, aligned with curriculum &amp; impacting on better teaching &amp; effective governance  <b>Consistency</b> – expectations and teaching  <b>Strong budget and property/environment management</b> – well matched to school’s needs  <b>Engagement of parents</b> – esp hard to reach  <b>Distributed leadership</b> across all levels</p>	<p><b>High quality CPD for all leaders</b>, Governors, Senior and Middle, with particular focus on QA of outstanding curriculum and appropriate action for all  Reduce (from 2019) and develop effective <b>alternatives to off site provision</b>  Continue to work with staff and students to <b>maintain a positive culture</b>, while undergoing significant change  <b>Effective financial and property management</b>  <b>QA Programme</b> – manageable, effective, high impact, middle and senior leadership; consistency  <b>All held to account appropriately</b>, by governors and line managers  Continue to <b>seek to engage parents and the community positively</b> in a way that supports children’s education  <b>Effective support</b> for no low level disruption  <b>Low cost/high impact communication &amp; marketing</b> – local, national, global  <b>Pupil Premium Strategy</b> – impacts on improving learning and progress of disadvantaged students, as in shown in outcomes data  Ensure <b>any concerns</b> raised through <b>staff or parent surveys are dealt with effectively</b></p>