

School Improvement Plan

SLT & Governors Working Document

Academic Year

2025-2026

27th September 2025



School Improvement plan 2025-26 Background information

Our ambition remains the same; **to provide all students with a broad, balanced curriculum, that leads to positive outcomes. We believe that ALL our students can make good or outstanding progress.** This is delivered using pedagogy that is rooted in educational research and underpinned by good behaviour for learning. Teaching and learning is the core business of school. Leaders must plan and implement a curriculum in their subject areas that is ambitious for all. Teachers must be confident in their subject delivery, knowing that the strategies they use and the support on offer through CPD will result in changes to the long-term memory of students. Students must be confident in their ability to know more and remember more as a result of good teaching and high aspirations. The combination of these elements will result in further improved outcomes.

Growth and sustainability have always been key features of our SIP, but this year we have sharpened our focus to further improve **consistency, clarity** and **accountability**. What do we need to do to improve, how will we sustain those improvements whilst mindful of workload, who is taking responsibility for improvements and how are they being held to account? How can we help our students, especially those from disadvantaged backgrounds who have been even more negatively impacted by Covid, make rapid improvements in 4 ways – **be here, behave, be engaged, be ambitious**. Implementation plans based on the EEF model of school improvement planning sit behind these broad headlines and are reviewed by SLT regularly.

SCHOOL CONTEXT ACADEMIC YEAR 2025-26** (AS AT 1 ST SEPTEMBER 2025) **NUMBERS SUBJECT TO CHANGE					
Number of pupils on roll	872	Number of pupils eligible for pupil premium	Number – 340 (39%)	Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	EHCP -47 (5.4%) SEN K - 140 (16%)
Key Ofsted actions from last report	Leaders should ensure that teachers receive the support that they need to design activities that help pupils to develop a deeper understanding of key concepts so that they are well prepared for the next stage in their education				
Key staffing issues/areas needing attention	Maths – 3 year trend of decline; how to arrest and reverse that Number of ECTs from September – (science ECT1, ECT2, French ECT2, English ECT1, Maths ECT2, SEND ECT2) Support “new” pastoral teams in 8 and 11 Ensure sufficient wraparound support is in place for year 11 Reduce staff leave of absence Improve staff attendance				

SCHOOL CONTEXT ACADEMIC YEAR 2025-26** (AS AT 1ST SEPTEMBER 2025) **NUMBERS SUBJECT TO CHANGE

Key staffing areas
of issue - curriculum

English Department

- ECT1 teacher (NAN) commencing September 2025

Maths Department

- ECT2 teacher (FBX)
- A number of non specialists supporting some lessons, which are delivered by specialist teacher (SKL)
- TLR holder for WSR salary safeguarded year 2 (CLY)
- Paternity leave of HoD in September for one term

Science Department

- New teacher started June
- ECT year 2 (EWD)
- ECT year 1 (HCW)
- KCN 0.8FTE

Technology Department

- Full time DT teacher recruited for September 2025
- Full time food teacher recruited for September 2025
- TLR holder DT salary safeguarded year 3. (RJS)
- TLR holder Art salary safeguarded year 3 (SBL)

Music department

- Part time peripatetic teacher delivering mainstream and extracurricular offer (STY)
- Secondment from behaviour team for 10 hours per week to deliver music tuition (JOR)
- Implementation of Music Development Plan in line with DFE expectations

PE Department

- BSH maternity leave November 1st 2024 returns November 2025
- Supply cover for BSH

MFL

- ECT year 2 (LDN)
- UQT delivering to key stage 3 as a result of increase in numbers (SRS)

Learning Support Department

- ASD unit development and expansion into key stage 4
- Unit staffing – 2 specialist teachers confirmed (RJS, NKR)
- Increased number of EHCP require additional TA support – burden of recruitment
- Staff development to address changing SEN cohorts especially neurodiversity
- New ToD started 1st September 2025

SCHOOL CONTEXT ACADEMIC YEAR 2025-26** (AS AT 1ST SEPTEMBER 2025) **NUMBERS SUBJECT TO CHANGE

Budget and site development

Campus development –Building new changing block and toilet facilities at the side of the 3G,

SIP Improvement areas and priorities

The following key priorities are accompanied by detailed implementation plans held and overseen by SLT leads

Mission Statement: All our students are capable of making good or outstanding progress (SPI 0.25+) and we strive together to achieve this	
Priority 1 Be ambitious	Ambition – all stakeholders believe that students can succeed and achieve our mission statement
Priority 2 Be here	Attendance – Students recognise the value of high attendance and punctuality to school and lessons
Priority 3 Behave	Behaviour and attitudes – students demonstrate PROUD in their behaviour. They behave with high levels of respect, have positive attitudes to learning and are committed to their education.
Priority 4 Be engaged	Teaching and learning - All teaching is responsive and adaptive to the individual needs of students. Teachers understand what excellent teaching is because they engage with research and embrace professional development.
Priority 5 Be ambitious	Assessment and feedback – students flourish as a result of rigorous formative and summative assessment, personalised support and regular focused feedback.

Milestones 2025-26					
By the end of the Autumn Term 2025		By the end of the Spring Term 2026		By the end of the Summer Term 2026	
Priority 1 Ambition – all stakeholders believe that all students can succeed and achieve our mission statement					
1.1 SAH SLT	Core language and values of the Ashton Way/PROUD are developed and repeatedly explained to all key stakeholders at key events/training/meetings throughout the Autumn Term. Policies: Code of Conduct, Teacher's Standards, Dress Code, Appraisal, staff handbook, school policies e.g. Behaviour policy, Attendance policy,		The assertion of PROUD is mentioned during each form time, assembly, weekly student bulletin and at key events e.g. celebration evening. Transition events, open evening and department handbooks all promote the language of Ashton. The School mission statement underpins of curriculum planning.		QA processes (including lesson visits, book looks, curriculum reviews & stakeholder voice) show that staff have high expectations of students and students are responding to this. Areas for development are also identified

1.2 SAH SLT	School policies and expectations are followed by all staff consistently. Where inconsistencies exist, they are challenged and addressed.		Consistency and certainty underpin the application of all school policies and practice. Inconsistencies are rare and quickly addressed through personal reflection		Staff exemplify the school ethos through their behaviour and adherence to policies. Clarity, consistency and accountability is a feature of daily practice for all staff.	
1.3 SAH ML	Performance management cycle holds staff to account and provides a framework for reflection and personal development		Performance management interim review provides opportunity for professional discussion, amendment of targets and further personal development.		CPD is reviewed and its impact evaluated. There is a culture of sharing good practice and furthering professional standards through research based practice.	
1.4 SAH JSS	Governor meetings examine statutory work through the published agenda. RAP meetings in term 1 have governor presence and hold middle and senior leaders to account through challenging and robust questioning.		Governor involvement in the life of the school increases. They are a visible presence, by invitation, for students and staff alike where appropriate.		Governance is strong; governors ensure school is fully compliant in all statutory areas and hold leaders to account	
1.5 SAH SPN	Stakeholder feedback is positive and demonstrates engagement with the mission statement and ethos of the school. Further improvements are suggested.		Stakeholder feedback informs/shapes future plans		Impact of stakeholder feedback is evaluated.	
Priority 2 - Attendance – Students recognise the value of high attendance and punctuality to school and lessons						
SCN 2.1	Relaunch of vision for inclusive attendance including launch of online learning for all staff. Website clearly shows vision for inclusive attendance		All staff can articulate the whole school vision for inclusive attendance and their role. All staff have engaged in online learning modules and are over half way through Level 1 completion.		All staff understand the school vision for inclusive attendance, share responsibility for supporting whole school attendance and have a clear understanding of their individual role in doing so. All staff have completed Level 1 online learning for inclusive attendance.	
2.2	Multi -tiered system of support is developed in collaboration with stakeholders which clearly defines		Multi tiered system of support is shared with all stakeholders, referred to in all attendance conversations with		A child centred multi-tiered system of support is fully embedded with children and parents actively	

	child, parent, staff and external agency roles in providing evidence based interventions to support attendance.		children and parents to create individualised attendance support plans.		engaging in support and thereby improving attendance ensuring it remains above national.	
2.3	Key terminology essential for a shared language of attendance identified. Key terminology explained to all stakeholders through appropriate methods ensuring it is repeated at regular intervals; staff training, assemblies, form time delivery, website attendance page, letters to parents etc		All whole school letters, assemblies and events where appropriate promote the benefits of attendance using agreed terminology and recognise attendance achievements on an individual, cohort and whole school basis.		All stakeholders are confident in their use of a shared language of attendance using appropriate terminology confidently.	
2.4	Synergy Attend and Power Bi explored to further support efficiency in analysing data to track individual, cohort and year group attendance. CPD provided to support staff in use of new systems.		Review of use of systems and procedures and their effectiveness. Where necessary further CPD is provided for staff where appropriate.		Data relating to attendance is easily accessible and analysed to allow for early intervention and targeted support to improve attendance outcomes. Whole school attendance is significantly above national, persistent absence is significantly below national.	

Priority 3- Behaviour and attitudes – students demonstrate PROUD in their behaviour. They behave with high levels of respect, have positive attitudes to learning and are committed to their education.

3.1	Behaviour policy is reviewed and relaunched with a focus on consistency and certainty. Staff are supported to apply expectations fairly and confidently.		Inconsistencies in behaviour management are addressed through coaching and reflection. Staff model respectful behaviour and uphold high standards.		Behaviour management both inside and outside the classroom is embedded. Staff and students report a calm, respectful environment. Behaviour management is proactive and restorative.	
3.2	A new detention structure is rolled out, ensuring consequences are fair, consistent, and reflective of student choices. Detentions are structured to		The detention system is reviewed to ensure effectiveness, with adjustments made if necessary. A decrease in students escalating detentions is seen. Students who repeatedly receive		The detention system is fully embedded, with fewer students requiring repeated sanctions due to improved choices. Less students are not attending detentions.	

	include restorative elements, such as staff discussions		detentions are placed on structured intervention plans.			
3.3	Form time structure is clearly defined, ensuring every session has a meaningful purpose, such as reviewing expectations, discussing the PROUD school values, or preparing for the day ahead.		Students actively engage in form time, demonstrating improved punctuality and readiness for the school day. Discussions around behaviour, expectations and welfare become routine, ensuring students understand their responsibilities before P1-5 lessons begin.		A structured form time routine is firmly embedded, ensuring consistency across all tutors and year groups. Data shows improved attendance and punctuality, with a reduction in morning behavioural incidents as students demonstrate greater organisation, responsibility and self management skills.	
3.4	QA structures of form time are agreed and leaders conduct quality assurance checks.		Best practice is shared among form tutors, with CPD opportunities provided to enhance delivery. Any necessary adjustments to form time structure are made based on feedback.		Quality assurance processes confirm that form time has a measurable impact on student readiness, behaviour, and the overall PROUD ethos.	
3.5	A structured reintegration process is introduced, following periods of internal or external suspension and shared with all stakeholders.		Monitoring shows improved student engagement, with a reduction in repeat suspensions and stronger restorative conversations between students and staff.		Students successfully reintegrate back into school life following incidents of negative behaviour and are supported to not reoffend.	
Priority 4 - Teaching and learning - All teaching is responsive and adaptive to the individual needs of students. Teachers understand what excellent teaching is because they engage with research and embrace professional development.						
4.1	Teachers are aware of their individual strengths and development areas relating to (pedagogical) content knowledge. Whole school INSET focused on key principles of effective pedagogy (e.g. building on prior learning, aiming high, using a range of teaching techniques, promoting metacognition, the use of additional practise etc.) is delivered		The sharing of knowledge and skills and discussion about pedagogy is a key feature of department meetings and INSET. QA shows that effective pedagogies are being implemented in teaching		(pedagogical) content knowledge: Teachers have strong subject knowledge and are experts on how to successfully deliver the material being taught.	

4.2	Department discussion highlights common misconceptions which are immediately highlighted in curriculum plans and are pro-actively addressed in the classroom. Assessment reflection sheets highlighting gaps in learning are completed and actioned following rigorous assessment		Teachers are alert to gaps in learning appearing and address them promptly e.g. via signposting to support/ intervention QA shows that teaching is responsive and adaptive to misconceptions as they arise in the classroom		(pedagogical) content knowledge: Teachers understand how students think and can identify and address misconceptions and gaps in learning.	
4.3	The rationale for and effective use of Ashton pedagogies is communicated via CPD/ documentation. Teachers understand the concept of high-quality instruction		Curriculum planning and lessons include opportunities to review learning, adequate time to embed/ practice knowledge and skills and progressively introduce new learning. Assessment and questioning are effectively used to accurately monitor learning and promptly adapt teaching to meet students' needs		Quality of instruction: Ashton pedagogies are of a high quality and are consistently applied therefore maximising learning opportunities	
4.4	Consistent and clear routines for an orderly and purposeful learning environment are established and implemented across all departments. Positive relationships built between teachers and students based on mutual respect, high expectations, quality first teaching and a commitment to a common goal are evident in classrooms		Teachers have consistently high expectations and push students beyond their expected progress. Feedback is focused and clearly identifies specific actions which will improve progress. Students' resilience levels increase due to their intrinsic motivation to succeed		Classroom climate: There is a climate of high expectations and resilience in Ashton classrooms.	
4.5	High expectations of students' approach to learning (including effort, body language and oracy) is insisted on at all times. Low level disruption is addressed swiftly and effectively using both verbal and non-verbal strategies thereby ensuring		The behaviour system is implemented firmly and consistently by all staff. Students respond to the high expectations placed on them reducing behaviour incidents within lessons.		Classroom management: All lessons are delivered with pace and without interruptions. There are high expectations and consistently applied sanctions.	

	that learning time is not lost or interrupted				
Priority 5 - Assessment and feedback – students flourish as a result of rigorous formative and summative assessment, personalised support and regular focused feedback.					
5.1 KCN ELN	Expectations for DC information shared with all key stakeholders, including any changes for the current academic year. All staff are clear on what data they are required to input at each DC and what the data means.		Accurate DC1 data has been collected for all pupils and detailed analysis of the information allows progress concerns across the year group, within subject areas, and for key cohorts (including disadvantaged and SEND) to be identified.		Accurate DC2 data has been collected for all pupils and detailed analysis of the information allows progress concerns across the year group, within subject areas, and for key cohorts (including disadvantaged and SEND) to be identified.
5.2 KCN SLT HoD	Clear assessment plans for each subject area are mapped out at the start of the year, including what assessments will feed into DC points and clear guidance on how judgements will be made regarding the progress that pupils are making – both whether KS3 pupils are working within their band, and grade information at KS4.		All subject areas have robust, rigorous assessments in place for each year group, that assess cumulative knowledge and skills, and that are used to inform progress at each DC.		The consistency and accuracy of the progress data collected at each DC improves as the judgements are based on robust, rigorous assessment data.
5.3 KCN SLT HoD	The plans for tracking pupil progress at KS3, using the GCSE banding system, is shared with key stakeholders. Teachers have a strong understanding of how prior attainment links to future progress measures.		Class teachers are able to use GCSE banding system to make accurate judgements as to whether pupils in KS3 are making the expected progress. Analysis of KS3 student progress in the DC1 data collection accurately highlights underachievement and prompts appropriate actions.		HoDs and class teachers can talk knowledgeably about student progress across KS3 and what measures they have taken to address underachievement.
5.4 KCN SLT HoD DoL	The expected response to data captures is made explicit and communicated clearly to relevant staff including HoD and DoL.		HoD and DoL can talk knowledgeably with LM and in RAP meetings about progress concerns in their subject area, or pastoral concerns within their year group. This includes what actions they have taken to address underachievement and/or pastoral concerns.		HoD and DoL respond in a consistent way to DC information. The progress and attitudes of students, including disadvantaged and SEND cohorts, improves throughout the year as a result of accurate data analysis and the implementation of meaningful interventions.
5.5 KCN CPR JPH	For whole school intervention programmes, clear, well-structured, focused plans are in place for the year. The plans include clear processes for: selecting suitable interventions to match the needs of students', selecting		Intervention programmes are running on a regular basis, are well-attended by students and are responsive to students' needs. Intervention leaders can talk knowledgeably about the progress students are making within		Intervention programmes have a positive, measurable impact on numerous pupils across all year groups. Termly reports provide a clear insight into what

AJN JWS GLE/SFN	which pupils will attend the interventions, monitoring and ensuring good attendance, measuring and reporting on the impact of interventions.		the intervention sessions and the impact these sessions are having.		interventions have taken place throughout the year and what impact they have had.	
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Position Statements

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