# Report to Governors’ Curriculum Committee 11th May 2021

# School Improvement Plan Objectives 2020 – 2022

**Ofsted actions highlighted Jan 2021. Green – securely “Good”, Yellow – not yet securely “Good”, Red – “at risk”**

**In all the cases where the highlights are Yellow this is due to the impact of the pandemic.**

**All other objectives are underway although some, especially those in the “Commitment to the Wider Community” section are paused due to the pandemic.**

| **A great education, including excellent examination results** | **Brilliant teaching and learning** | **Exceptional support for one another** | **Consistent hard work** | **Intelligent governance and leadership** | **Supportive administration and systems** | **Well-managed facilities** | **Commitment to the wider community** |
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| To improve pupils’ outcomes, especially for disadvantaged pupils and those who have SEN and/or disabilities | To remove variations in the quality of teaching, especially in mathematics, science and in pupils’ spiritual, moral, social and cultural development (Opening Minds) | To remove instances of poor behaviour in lessons | To further develop a growth mindset within the school community  | To ensure that senior leaders consistently hold middle leaders to account in the areas for which they have responsibility | Ensure online systems (CPOMS, Classcharts…) are used effectively and that the flow of information is effectively accessed and used. | Outside environment for students at break & lunchtime | To develop our work with primary schools |
| To develop the school as a healthy and positive place to be for staff and students | To ensure that teachers consistently set work which promotes pupils’ use of a full range of literacy skill (reading, writing and oracy). | To ensure the regular attendance of disadvantaged pupils | To develop a culture of independent hard work and effort amongst the whole school community | To ensure that leaders monitor, evaluate and refine improvement plans routinely, so that rates of improvement gather pace | Ensure that the use of email communication/MS Teams is efficient and does not contribute to staff stress or workload | Address issues presented by the declaration of a Climate Emergency | To continue to develop the marketing of our school |
| To further establish an ethos of aspiration for all | To ensure that the most able pupils are routinely set work which stretches their thinking | Mental health support for students and staff | To develop a culture of academic independent study outside lessons | To eradicate variation in the quality of middle and subject leadership  | Identification of spaces for students at lunchtime with appropriate supervision | To improve the security within the school site | To establish supportive relationships with local businesses |
| To reinforce the school’s work against discrimination in all forms | To ensure that pupils with low starting points are routinely supported and challenged, so that they make the progress they should. | Establish further effective models of student leadership across the school. | To ensure that school policies and procedures are followed consistently  | To secure consistently good governance, so that school leaders are routinely and effectively held to account |  | To ensure that the dining facilities (Dining Room and Canopy) are fit for purpose | To further develop the shared use of our facilities |
|  | To embed a model of “Brilliant Teaching in an Inclusive Classroom” and to develop an appropriate curriculum and model of assessment | To ensure that the school encourages staff wellbeing |  | To strengthen the leadership of the use of Year 7 catch-up funding, the pupil premium, and funding for pupils who have SEN and/or disabilities. |  | Improve the look of the school | To promote the good name of the school on each and every opportunity |
|  | To embed the ASPIRE framework throughout the curriculum | To ensure effective engagement with parents/carers – particularly those of disadvantaged students |  | To ensure that the administration, pastoral and learning support teams are appropriate for the increased size of the school |  |  | To exemplify success through the achievements of past students |
|  | To ensure that the PSHE, Careers and “Learning for Life” curricula are the best that they can be  | Ensure behaviour around school at all times reflects responsible self-control |  |  |  |  |  |
|  | To ensure effective CPD for all  | To ensure that an effective rewards system motivates all learners |  |  |  |  |  |

\*\* Objectives in red arise from the Ofsted report 2018. The others come from the School Improvement Conference 2020