

School Improvement Plan – 2022/23

Overview of Objectives



Objective 1 – Quality of Education

Ensure that the curriculum is being implemented consistently and that it is having a positive impact on students

Objective 2 – Behaviour and Attitudes

Continue to refine consistency of expectations

Objective 3 – Personal Development

Continue to develop well-being strategies to support both staff and students

Objective 4 – Leadership and Management

Explore and implement strategies that will enable the school respond to the challenging financial climate

Objective 5 – Section 48 Focus

Begin the implementation of the De La Salle Ethos Strategy

School Improvement Plan – 2022/23

Objective 1 - Ensure that the curriculum is being implemented consistently and that it is having a positive impact on students

Area of focus (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Progress
<p>Considerable time and effort has been afforded to developing our understanding of our intended curriculum. The next stage is to ensure the curriculum is being implemented as intended and that the impact on students is measurable.</p>	<p>The curriculum implementation needs to be monitored to ensure that it is being delivered as intended.</p> <p>Alongside this, the impact needs to be measured on all students including those groups which the school has identified as vulnerable.</p> <p>Ensure Key learning is defined alongside progression throughout the programme of study</p>	<p>Using line management to ensure the intended curriculum is fully progressive long term.</p> <p>Meetings with each of the subject leaders and phase leaders at primary to ascertain the impact on outcomes and plan interventions for the following year.</p> <p>Measure the wider impact of the curriculum through a regular cycle of lesson observation, work scrutiny, pupil voice.</p> <p>Pay close attention to whether the needs of children with SEND are being met to enable appropriate access to the curriculum.</p>	<p>Short term</p> <p>Subject leads engage in new LM structure and see the value in them taking a more active role in monitoring</p> <p>Subject/phase leads supportive of more focused interventions.</p> <p>Staff more aware of children with SEND in their classes</p> <p>Medium term</p> <p>Subject leads act upon findings of LM observations</p> <p>Interventions in place</p> <p>Observations show more students with SEND are more engaged with their learning</p> <p>Long term</p> <p>Improved outcomes for all</p>	

School Improvement Plan – 2022/23

Objective 2 - Continue to refine consistency of expectations



Area of focus (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Progress
<p>A) After a very positive introduction of consistent behaviour management strategies for use in class. Disruption caused by staff and student absence has led to a renewed focus and drive in this area.</p> <p>B) The work on child on child abuse is not complete. The findings from the surveys and focus groups need to be implemented.</p>	<p>Revisit our strategies for improving behaviour for learning and refine where appropriate.</p> <p>Refresh training for staff in managing student behaviour. Identification from SIMS oncall/ exit .Additional staff training to support staff on selected Wednesday afternoon or in CPD time on a variety of behaviour management strategies and managing challenging individuals and groups</p> <p>Ensure students are encouraged and supported in reporting incidents of child on child abuse.</p> <p>Alongside this, the impact needs to be measured on all students including those groups which the school has identified as vulnerable.</p> <p>Ensure Key learning is defined alongside progression throughout the programme of study</p>	<p>Use SIMS to avoid duplication for staff to ensure an efficient system for teachers and leaders</p> <p>Monitor the data that is generated from SIMS and use it to identify students who may need extra support and to ensure strategies are consistent</p> <p>Monitor voluntary uptake from staff and possibly move to directed CPD.</p> <p>#speakup campaign to be launched to students and communicated to parents. Any reported incidents to be investigated with potential adaptations to the RSE curriculum if appropriate.</p> <p>Meetings with each of the subject leaders and phase leaders at primary to ascertain the impact on outcomes and plan interventions for the following year.</p> <p>Measure the wider impact of the curriculum through a regular cycle of lesson observation, work scrutiny, pupil voice.</p> <p>Pay close attention to whether the needs of children with SEND are being met to enable appropriate access to the curriculum.</p>	<p>Short term</p> <p>A) Staff feedback, uptake on training, reduced recidivism and SLT actions for those students who continue to demonstrate behavioural problems.</p> <p>B) Speakup training for staff and students fully implemented. Monitor use of the system to support the child on child abuse agenda.</p> <p>Medium term</p> <p>A) Analysis of behaviour data, staff and student voice, effectiveness of training, monitor the students on the behaviour support plans</p> <p>B) Monitor data on the #speakup campaign</p> <p>Long term</p> <p>A) Standards fully embodied and data reflects the confidence by staff and students in the systems</p> <p>B) Culture where any verbal or physical child on child abuse is reported and acted upon and staff feel confident in identifying any incidents.</p>	

School Improvement Plan – 2022/23

Objective 3 - Continue to develop well-being strategies to support both staff and students



Area of focus (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Progress
<p>There has been an increase in students seeking help from the school.</p> <p>Staff have had a very difficult couple of years and the school needs to explore ways to support staff.</p>	<p>Review support structures in place. Continue to explore mental health strategies and ensure all stakeholders are aware of support that can be accessed.</p> <p>Identify ways in which support can be offered to staff.</p> <p>Marking and assessment expectations</p>	<p>Review school calendar to ensure no unnecessary burdens are placed on staff with respect to data entry.</p> <p>Identify and allocate dedicated time for staff well-being.</p> <p>Review staff well-being charter to discern if any further actions need to be implemented.</p> <p>Make staff aware of the support available.</p> <p>Monitor the data that is generated from SIMS and use it to identify students who may need extra support and to ensure strategies are consistent</p> <p>#speakup campaign to be launched to students and communicated to parents. Any reported incidents to be investigated with potential adaptations to the RSE curriculum if appropriate.</p> <p>Speakup social time for primary phase students</p>	<p>Short term</p> <p>Pastoral staff produce a manageable programme that enables them to be effective</p> <p>Raised awareness of speakup campaign with more students seeking support</p> <p>New attendance policy in place and communicated to parents</p> <p>Medium term</p> <p>Staff survey indicates improved wellbeing from previous term</p> <p>Reduction in number of students on risk minimisation plans</p> <p>More engagement in extra curricular activities</p> <p>Long term</p> <p>Embedded and sustainable support in place for staff and students</p>	

School Improvement Plan – 2022/23

Objective 4 - Explore and implement strategies that will enable the school respond to the challenging financial climate



Area of focus (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Progress
<p>Despite prudent financial management over the past few years, a number of unforeseen pressures are causing stresses to the budget. These include:</p> <ul style="list-style-type: none"> • Rising energy prices • Partially funded pay rises • High inflation 	<p>Explore and implement cost saving strategies to mitigate against using all of the schools reserves to meet increased costs.</p>	<p>Consider different timetable cycle and review PPA and leadership time in line with ESFA guidance.</p> <p>Consider a CIF bid to enhance the sixth form facilities.</p> <p>Review PAN across primary and secondary phases.</p> <p>Ensure KS4 and KS5 results remain at least positive in order to recruit and retain more students for post-16</p>	<p>Short term</p> <p>Identify savings and share these with staff</p> <p>Successful open evenings and other marketing events</p> <p>CIF bid submitted</p> <p>Medium term</p> <p>Implemented new timetable structure resulting in savings</p> <p>Acted upon findings from SRMA</p> <p>Successful CIF bid</p> <p>Long term</p> <p>School restores financial stability over time.</p>	

School Improvement Plan – 2022/23

Objective 5 - Begin the implementation of the De La Salle Ethos Strategy



Area of focus (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Progress
<p>The De La Salle order is keen to preserve the charism in light of decreasing numbers living in community. Schools have been charged with developing an ethos strategy</p>	<p>Develop and implement our own De La Salle Ethos Strategy document.</p>	<p>Introduce Lasallian awards</p> <p>Establish an ethos day for students</p> <p>Embed Lasallian core principles into our themes for the week</p>	<p>Short term</p> <p>Pilot group in place for awards</p> <p>Restructured themes for the week and successful assemblies</p> <p>Ethos day successful</p> <p>Medium term</p> <p>Greater proportion of students able to name and describe lasallian core principles</p> <p>Successful rollout of lasallian awards to secondary phase</p> <p>Plan to implement lasallian awards at primary.</p> <p>Long term</p> <p>CSI highlights strong lasallian ethos</p>	