Imberhorne School Improvement Plan 2021 – 2022

Our school values

Compassion, Achievement, Respect and Endeavour, the four cornerstones of our learning community

Our vision for the future

- We are committed to ensuring all students fulfil their potential and develop the self-belief and confidence to make them happy and effective individuals who feel a sense of belonging and actively participate in our community. We seek to build positive relationships, and promote all types of inclusion.

To achieve this, we are focussing on:

- Developing effective **literacy** skills, focussing on the skills of reading, extended writing and oracy
- **Closing any gaps** that may exist, providing cultural and academic opportunities and experiences that bring equity to disadvantaged students
- **Developing student wellbeing**
- Ensuring that all students become **effective learners**, providing stimulating teaching whilst equipping students with the skills and attributes to maximise their learning

We will be paying particular attention in our planning and work to meet the different impacts CoVid-19 has had on our students and their learning.

Our school improvement planning has three distinct phases

- <mark>Investigation</mark> phase – ideas are investigated, usually through a working party of staff with a nominated leader/leader, the investigation period is time limited and will usually lead to an implementation strategy where key objectives will be formulated and shared
- <mark>Implementation</mark> phase –a strategy/approach has been formulated and key actions and outcomes are agreed and shared with a specified group of participants. A nominated leader/leader will be responsible for ensuring progress towards these outcomes is monitored and that key dates/deadlines (milestones) are identified
- <mark>Embedding</mark> phase – by this point an idea or initiative has already been introduced and everyone has a good working knowledge of what is expected, evidence of how well this is embedded in the life of the school should be apparent

OFSTED action points

- Sharpen leaders' evaluation of the impact of their actions so that they plan next steps that are more precisely focused on areas that will make the most difference to pupils' progress
- Strengthen governance to enable governors to hold school leaders to account more effectively
- Improve the consistency of teaching and learning by ensuring that:
  - teachers use assessment of pupils' progress to build on what pupils already know, understand and can do
  - pupils receive the right levels of challenge and support in lessons
  - all pupils, particularly boys, work purposefully and complete tasks to the best of their ability.
- Continue to raise achievement across the school, particularly that of disadvantaged pupils generally, and boys in particular.
- Improve provision for students in the sixth form by developing students' individual 16 to 19 study programmes so that they derive greater benefit from work experience.

Implementation	Led by/ (involving)	Actions /Aims	Expected outcomes/review/impact	Date Reviewed aLink Governors
Literacy *Quality of Ed*	**MBO**/EBE **All staff**	• Focus on specific skills to develop and extend reading. To include: *Speed reading, Skim reading, Reading for comprehension, Sight word practice, Summarising* • Create writing frameworks for all departments promoting consistent practice across the school • Pre-learn complex/specialist vocabulary to promote better understanding and more fluent writing	• All subjects identify specific approaches to reading that are best suited to their subject and actively teach/promote these approaches with students in lessons • OUTCOME - *Identify weak readers in KS3 and put in place intervention that enables them to make rapid progress - faster than chronological aging* • A consistent set of guidance and writing tools for each department to promote a shared approach to writing across the school leading to improved writing skills and a greater understanding of different writing styles • Complex or specialist language is explained / shared before or during learning with methods for students to retain this knowledge, promoting oral fluency	Dec 21 April 22 ATR/BDA/ SPE
Closing gaps	**KMA** **All staff** **MBO**/ CPR / SMC /SHI/ JTU/ HOY/ L of L	• Analyse student groups and explicitly identify learning gaps that may exist and actions to address these (in Y11,12,13) • Identify opportunities to build cultural capital/social across the school, strengthening relationships and building confidence and awareness in students, opportunities link with the Gatsby Benchmarks	• Analysis by gender, disadvantage and progress, produce an action plan to address these issues – *OUTCOME - at least 50% of PP students will make positive progress* • Identify students/groups who would benefit from participation in additional activities/mentoring • Create appropriate opportunities for year groups/sub-groups to participate (Y7, 8, 9,10) • Pastoral teams and curriculum teams will track where opportunities exist	Sept 21 Oct 21 Sept 21 Dec 21 April 22 AWA/ATO JHO
Teaching & Learning	**CBA**/L of L **KMA**/GCR/ L of L/ **All staff**	• Ensure all staff have strong subject knowledge, and provide engaging approaches to learning • Students are able to confidently tackle assessment at each stage using a range of	• Departmental CPD identifies key subject knowledge and opportunities for staff to share/learn together. Teachers engage in joint planning/ observations. OUTCOME - *Depts to identify/audit gaps in knowledge and create an action plan to address these* • Study skills are explicitly taught to students in lessons/presentations, these skills link with preparation	Sept 21 Dec 21 April 22 Dec 21 April 22 CMA/PCL/

				RPO
		strategies for recall and revision that suit them and allow them to work independently - *consolidating the learning that has happened with the teacher in the classroom.*	for exams and assessments. *OUTCOME – a cross section of Y11 students can articulate the positive impact a school focus on study skills has had on their work and preparation, there is evidence of how information is shared/disseminated with staff for use across the school*	
Promoting wellbeing	**CBA**/DMO	• Build a positive attitude to school for students at risk of disengagement • Provide mental health support for individuals who struggle to manage their wellbeing • Promote emotional literacy across the school (to help students understand and manage feelings)	• Identify groups of students at risk of disengagement providing an intervention/mentoring programme to improve their attitude to school. OUTCOME – *improved A2L scores* • Appoint a mental health trainer to train all staff in mental health first aid OUTCOME – *the number of staff trained in mental health first aid and the creation of a wellbeing map of provision for staff* • Ensuring that emotional literacy is understood and modelled by staff and taught in PD lessons – linked to peer to peer support in KS3 and KS4 OUTCOME *map showing where emotional literacy is taught in PD lessons/tutor time*	Sept 21 Dec 21 April 22 Sept 21 Dec 21 Dec 21 April 22 CLA/HVI NKI

<mark>Embedding</mark>	Expected outcomes/review
Literacy *Quality of E*	• DEAR takes place daily in KS3 • Reading ages are routinely tested and inform interventions • SEND students pre-learn English texts prior to being covering them in English lessons • Continue our reading buddies' scheme in KS3 (Y9 supporting weak Y7 readers) during morning registration
Closing gaps	• A new Pupil Premium framework is in place and visible on the school website • Our Vulnerability Index is updated and shared with staff – analysis of data identifies high VI students/PP students • All data analysis includes an analysis of gender • Use of alternative provision to support students who struggle with school (inclusion/the Bridge)
Teaching & Learning	• Curriculum maps are completed and available on the school website • Department planning reflects the key learning identified in the curriculum maps, evident in SoW • DIRT practice is embedded in SoW and evident in student books/work • All departments share expectations about presentation of work and reinforce standards on presentation
Promoting wellbeing	• Further develop staff welfare/wellbeing action plan (email policy etc) • Develop counselling service and referral systems • Embed Sixth Form enrichment afternoon • Develop character education as a driver for wider enrichment in the school, retaining a focus on rewards and recognition

Investigation	Areas to explore/review	Staff leads
Literacy *Quality of E*	• Introducing accelerated reader – training staff and discovering what opportunities exist to identify and intervene with students • Develop an approach to oracy across the school	• EBE/HJA
Closing gaps	• Explore tutoring opportunities • Develop a learning to learn curriculum • Explore approaches to alternative provision (inclusion)	• MBO/KMA • CBA/DMO • HTI
Teaching & Learning	• Exploring homework and how best to develop students as independent learners • Coaching to further develop T & L • Staff as researchers – possible projects across the Federation • Explore further potential in Google Classroom, training and qualifications for staff	• CPD group • CBA/NDA • CBA • KMA
Promoting wellbeing	• Identify opportunities to celebrate diversity • Develop peer to peer support between students with a particular focus on mental health first aid • Staff to undertake ELSA training • Staff welfare activities	• CBA • Student voice lead/EFO • CBA

Formal School Data Targets

Key Stage 4 and 5
- Targets for 2022 – KS5
  - Outstanding - ALPs 1 – 3
  - Good – ALPs 4 – 5
  - Requires improvement ALPs 6-7
  - Cause for concern – ALPs 8 – 9

Attendance
- 95%+ whole school
- Less than 12% persistent absence