

Priorities and actions for improvement September 2018-July 2019

Priority 1: Improve outcomes for all students
Objective 1: To review and refresh curriculum design, alongside the Boston Project, in the light of Progress 8 accountability and appropriateness for BGS pupils.
Action
1a. Engage and support the agreed actions outlined in the Boston Project focused on curriculum design alongside BGS review of appropriateness of syllabi.
1b. Embed the 5 year GCSE/7 year A Level teaching approaches from last year including; lessons learnt from metacognition development, flipped learning trials, revision changes, interleaving and spaced assessment and building on the transferability of skills and cross curricular work.
1c. With HoY develop and refine bridging projects.
Objective 2: Create a data rich and data focused school that effectively monitors and inspires students towards outstanding achievement.
Action
2a. Embed assessment procedures to ensure rigour, clarity and ultimately accuracy.
2b. Further develop use of SISRA, particularly at ML level, whilst considering alternatives such as FFT.
2c. More regular monitoring of PP performance against targets to ensure timely intervention to reach aspirational targets
2d. With the Boston Project review robust target setting, tracking, gap identification and intervention at subject level.
2e. In conjunction with provision mapping ensure clear central record of PP provision with evaluated intervention.
Objective 3: Outcomes in core and underperforming subjects are carefully monitored with systematic and high quality intervention at all levels
Action
3a. Accelerate progress and build subject resilience in core subject areas at KS4 through engagement with external high performing centres and strengthened subject networks in conjunction with the Boston Project.
3b. Create and undertake subject level improvement plans as appropriate.
3c. Challenge and support given to ML to specifically address progress of PP
3d. Subject Action Plans and Development Plans focus on aspirational targets in % of higher grades and robustly QA progress towards them
3e. Review and amend all QA approaches to ensure a clear PP tilt.
Objective 4: Further reduce the gaps in outcomes for identified groups of students, especially HPA and Disadvantaged, to ensure that all progress is at least in line with targets and a significant proportion is above.
Action
4a. Ensure staff focus on PP progress by further strengthening explicit communication.
4b. Best practice lessons and evidence based research shown to improve the closing of the gap for PP pupils disseminated to all stakeholders and their use monitored within underperforming classes.
4c. Increase impact of staged intervention approach by reducing lag and barriers to more effective actions.
4d. To work with Performance Learning to tackle any disaffection/study skill issues with identified Year 11s.

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Priority 2: Improve the quality of teaching, learning and assessment

Objective 1: Extend and embed the Teacher Enhancement Programme to ensure effective support and challenge for individual staff whose classroom practice needs to improve.

Action

1a. Ensure PP is considered in TEP monitoring and tracking.

1b. Strengthen capacity to support staff both internally and externally.

1c. Tighten further monitoring of intervention and ensuring regular review by SLT

Objective 2: Refine/review the school's T&L policies and then monitor consistent application by all staff.

Action

2a. Review the main T&L policy and ensure clear communication to and adherence by all staff

2b. Marking and feedback policy and practices finalised with Middle Leaders, reviewed with Governors and then communicated with pupils and parents resulting in a more consistent approach that supports progress.

2c. Homework policy reviewed and practice tightened around SMHW.

2d. Best practice evidence folder built and used with TEP staff.

Objective 3. Develop the CPD offer to both challenge staff to be their best and support staff at all stages of their career.

Action

3a. Develop the research CPD approach

3b. Refine the school's CPD offer 2018-19 including use of external providers such as Mobilise and LTSA

3c. Tighten impact evaluation around CPD both at individual staff level and whole school.

3d. Ensure longer term CPD plan is regularly reviewed in conjunction with the TEP.

Objective 4: To enable and ensure staff to pitch pupil work at a more demanding level and through careful planning ensure all pupils, including the more able and disadvantaged, make strong progress

Action

4a. Literacy plans refreshed and robustly carried out

4b. Increase the opportunities for joint planning activities

4c. Develop use of modelling and scaffolding

4d. Create increased opportunities for the sharing of best practice across the school to reduce subject variability, including best practice folders.

4e. Devise or identify and then implement strategies to raise pupils' oral skills across the curriculum.

4f. Continue to work with and strengthen connections with partner schools to ensure staff see inspiring high quality examples of work

4g. Support and engage with the work of the Boston Project on developing pedagogical approaches.

Priority 3. Student Welfare, Personal Development and Behaviour

Objective 1 To increase, improve and promote opportunities for staff to reward pupils for a range of attendance, achievement, progress, effort, and attitude to learning

Action

1a. Introduce a system of rewards for use within the PP mentoring programme – to support improvement in progress

1b. Improve the promotion, use and recognition of the house point system

1c. To develop a rewards section on the school website that regularly promotes and celebrates pupil achievements

1d. Develop an assembly programme that encourages regular recognition of pupil achievement

1e. Ensure a variety of rewards are used frequently and consistently across departments

Objective 2: To improve the tutor time programme and enable tutors to support all pupils in making strong progress

Action

2a. Develop systems which enable tutors to mentor PP students in their tutor group and feed relevant information promptly to the student's SLT mentor

2b. Further develop engaging tutor time activities which promote high aspirations and ensure they are consistently delivered to a high standard

2c. Embed a published programme of year group assemblies that complement tutor time activities and promote excellence across all year groups

2d. Improve systems of tutor involvement in monitoring behaviour, attendance and house points

2e. Ensure tutor group leadership roles are clearly defined and supported effectively by the Sixth Form student leadership team

Objective 3 Consolidate and improve careers provision to ensure a coherent programme of teaching, guidance and visits are provided for students in all year groups in line with the Gatsby Benchmarks

Action

3a. Create a map of cultural and aspirational experiences a PP student should be exposed to whilst in school

3b. To further develop and embed the CEIAG Plan, including a taught careers programme in tutor time

3c. To create a comprehensive careers section on the school website

3d. To continue to work with LinHigher in developing a range of events and visits that promote high aspirations

3e. To extend the range of opportunities for pupil contact with employers and experiences in the workplace

Objective 4. To close the gap in attendance for PP students and reduce the number of 'persistent absentees' in an improving overall trend in attendance.

Action

4a. To raise the profile of excellent attendance with pupils, parents, and staff

4b. Embed rewards for excellent attendance and improve the visible celebration of these rewards

4c. Improve the monitoring of attendance levels/lateness and the effectiveness of targeted support for poor attendance/persistent absence

4d. Closely monitor new pupils attendance to ensure early intervention, particularly where there are known issues

4e. Look at buying in EWO support to address persistent absence, particularly amongst PP pupils

Priority 4. Improve the impact on provision and outcomes of leadership at all levels
Objective 1: Continue to raise student aspiration and promote a culture of excellence by ensuring that all leaders are aspirational and challenge all under-performance through a determined focus on improved self-evaluation, impact and driving up standards
Action
1a. SLT and governors routinely gather and act upon feedback from school stakeholders and external moderation.
1b. SLT and governors consolidate the focus on a culture of excellence and constantly refresh and reinforce the 'can do' mindset
1c. Leaders including governors engage with parents / carers and other stakeholders more effectively
1d. Introduce, monitor and evaluate the effectiveness of Performance Learning (Y11) and the A-level Mindset
1e. To ensure that new senior and middle leaders (AHT T&L, AAHT PP and HOD Business) have every opportunity to succeed in their roles through effective support and / or induction.
Objective 2: To review current practice and adopt robust and consistent approaches to identification of under-performance and intervention by middle leaders
2a. Ensure Subject Leaders carry out a range of QA procedures and then moderate with SLT and peers looking to ensure best practice is routine.
2b. Reinforce robust and consistent approaches to target setting, tracking, gap identification and intervention at subject level.
2c. Through collaboration and partnerships (LTSA and BP) share ideas and expertise, with a view to identifying and adopting best practice which delivers outstanding outcomes for all pupils.
Objective 3: To develop high quality leadership for improvement in the middle tier and strengthened succession planning at senior level
Action
3a. Provide frequent and high quality development opportunities for leaders and potential leaders through subject network meetings, in-house training, external CPD, participation in national qualification programmes and collaboration with local and regional partners.
3b. Deploy effective and successful senior and middle leaders to act as mentors to colleagues new to or aspiring to a role.
3c. Enhance the 'open door' approach by encouraging (interested) colleagues to attend relevant leadership meetings to broaden their experience and knowledge base.
3d. Governors to have more opportunities to work with, encourage and support leaders
Objective 4: Further enhance strategic planning whilst continuing to develop effective collaboration and partnerships, to drive school improvement
Action
4a. Governors to work with the Headteacher on a draft of an ambitious and rigorous five year strategic plan
4b. Headteacher and SLT to continue to work closely with governors on the production and implementation of the ADP to ensure that the school is constantly striving for outstanding provision.
4c. Continue to consolidate the collaboration with LTSA and BP partners to take full advantage of the opportunities these provide for sector led improvement

Priority 5. Improve provision and outcomes in the sixth form

Objective 1: Raise student aspiration and promote a culture of excellence

Action

1a. Further build upon last year's re-structure of the Senior Student Leadership Team to enhance the impact of post holders across the whole school.

1b. Introduce a programme of tutor time activities based upon the A Level Mindset Programme to encourage all students to take an active responsibility for their own progression and learning.

JAL +1 to be trained in the delivery of the programme (starting October)

1c. Provide a programme of events for students that allow them to be inspired by the opportunities available in the world beyond Sixth Form.

1d. HOS in conjunction with tutors will be providing effective intervention and support to students (in collaboration with parents) who require it to improve their attainment and progress.

1e. HOS will promote sixth form to students in Y9+ to encourage forward planning in terms of option choices and how these affect university and other future plans.

Objective 2: Head of Sixth Form is working effectively with senior leaders in order to check and improve the quality of sixth form teaching

Action

2a. Increase the number of regular drop-ins to witness the quality of teaching and learning first hand.

2b. Conduct termly work scrutiny to ensure marking and feedback are given in line with school policy. Tutors to check student folders on a regular basis.

2c. Liaise with subject leaders regarding the provision of tasks for students to complete in private study time.

Objective 3: Consolidate improvements in learners' attendance in line with national levels

Action

3a. Provide and implement an action plan to challenge absence and lateness on a weekly basis

3b. The parents of students exhibiting persistent absence or lateness will have been contacted and strategies put into place to improve attendance.

3c. Form tutors will have been mobilised as the first line of action in tackling attendance issues. They will be required to notify JAL of any trends to ensure early intervention.

Objective 4: Develop super-curricular activities which prepare students for their post 18 steps

Action

4a. Continue to work with LincHigher to provide a variety of super-curricular activities including: public speaking experience, basic survival skills (cooking etc), access to visits - annual UCAS convention, apprenticeship days and

4b. Further promote the undertaking of the EPQ as an additional enrichment qualification.

4c. Ensure that all students in the Sixth Form actively engage with enrichment activities to balance and broaden their education.