

Plymstock School Improvement Plan



Succeeding Together

2017 – 2019

Plymstock School Vision

Our objective is simply to be a **world-class learning community** that enables all young people to succeed both now and later in life.



Rationale

The following School Improvement Plan (SIP) is not an exhaustive list of everything we are working on at Plymstock School. Our seven core aims remain central to achieving our vision of becoming a world-class learning community.

Based on our self-evaluation over the last year, we have identified four key priorities for the SIP that are unequivocally devoted to improving the quality of learning and teaching in our classrooms, and the extent to which it is matched to the needs of individual students. We believe these four areas will make a significant difference to outcomes for students at Plymstock School. These priorities are based on sound educational research and extensive studies, evidenced through the Educational Endowment Foundation (EEF).

The plan is limited to just the four key priorities to ensure that all stakeholders are tightly focused and energised on the things that really make the difference.

Rob Diment
Headteacher

September 2017

SIP Priority 1	Lead	Key actions and timescale	Estimated cost	Success criteria	Monitoring	Evaluation
<p>To ensure that from their different starting points, all students in all years, especially SEND, disadvantaged, and the upper band, make exceptionally strong progress.</p>	<p>Strategic Lead: AMP</p> <p>SEND Lead: RCP</p> <p>Disadvantaged Lead: RCP/MAT</p> <p>Post-16 Lead: WMS</p> <p>Upper band Lead: RFW</p> <p>Key actions:</p> <ol style="list-style-type: none"> DAB/LDD DAB/LDD LDD WMS/LDD 	<p>1. To embed a co-operative learning approach using Kagan structures (EEF collaborative learning +5 months). <i>Kagan training days one and two were completed in Sept and Oct 2016. Day three training to be completed on 30 Oct 2017 and day four on 03 Sept 2018.</i></p> <p>2. To ensure that teacher planning ensures that all students are appropriately challenged, specifically through meta-cognition, by teaching students specific strategies to set goals, and monitor and evaluate their own academic development. (EEF meta-cognition +8 months). <i>Staff training to take place on 01 Sept 2017. Department review and implementation time from 04 Sept to 20 Oct 2017. Half termly staff</i></p>	<p>1. Kagan co-operative learning training programme: £4000.</p> <p>2. CPD budget (£25,000) to support on-going training programme.</p> <p>3. CPD budget (£25,000) to support on-going training programme.</p> <p>4. Show My Homework three-year subscription: £9000. CPD budget (£25,000) to support on-going training programme.</p>	<p>1. All teachers use appropriate Kagan co-operative learning structures to promote positive independence, individual accountability, equal participation and simultaneous interaction of all students in every classroom.</p> <p>2. All teachers plan for and use appropriate meta-cognition strategies to help students think about their own learning more explicitly. All students utilise specific strategies to set goals, and monitor and evaluate their own academic development. This enables students at all levels, especially those in the upper band, to be appropriately challenged and make exceptionally strong progress.</p> <p>3. The laCT approach to marking and feedback is used consistently across all areas of the school, so students are better informed about their next steps in learning and act upon these.</p> <p>4. All students are set and engage in frequent, meaningful and relevant homework in all subjects, that enables them to build on learning in school and make strong progress.</p> <p>Impact on student outcomes All groups of students make substantial and sustained progress throughout year</p>	<p>Half termly work samples and informal student voice discussions (LDD/WMS).</p> <p>Fortnightly SLT/HOD review meetings (SLT/HODs).</p> <p>Half termly HOD informal learning walks (HODs).</p> <p>Daily SLT lesson drop-ins (SLT).</p> <p>Half termly 'Show my Homework' usage data. (WMS).</p>	<p>Analysis of the progress and attainment of all groups of students through autumn, spring and summer data checks throughout 2017-19 (AMP/RFW / WMS/RCP).</p> <p>GCSE and Post-16 external examination data analysis (AMP/RFW/ WMS/ HODs).</p> <p>Quality Assurance of Teaching and Learning in Nov 2017, Feb 2018, Nov 2018 and Feb 2019 (LDD).</p> <p>Analysis of termly staff surveys throughout 2017-19 (RJD).</p> <p>Analysis of parent voice surveys in autumn, spring and summer 2017-19 (RJD).</p> <p>Challenge Partners QAR in Nov 2017 and Nov 2018 (LDD).</p> <p>Termly SIP progress report to Full Governors – autumn, spring and summer meetings throughout 2017-19 (RJD/AMP/KPD).</p>

	<p><i>training opportunities from 31 Oct 2017 throughout 2017-19.</i></p> <p>3. To improve the quality and impact of marking and feedback by implementing and embedding our 'Improvement and Correction time' (laCT) policy (EEF feedback +8 months). <i>laCT policy introduced in May 2017 and trialled during June-July 2017. Full launch in Sept 2017 with ongoing training and best practice sharing opportunities via CPD programme throughout 2017-19. laCT fully embedded by Dec 2017.</i></p> <p>4. To improve the quality and impact of homework to enable learning to move forward (EEF homework +5 months). <i>'Show my Homework' (SMH) staff training in Oct/Nov 2016 and launched to students and</i></p>		<p>groups across many subjects, including English and Mathematics, and learn exceptionally well.</p> <p>The standards of attainment of all groups of students in Years 7-13 is at least in line with national averages with many students attaining above this.</p> <p>From their different starting points, the proportions of students in Years 7-11 making expected progress and the proportions exceeding expected progress in English and in Mathematics are high compared with national figures for those groups.</p> <p>The attainment and progress of disadvantaged students in Years 7-13 at least match or are rapidly approaching those of other students nationally. <i>(This is supported by our detailed Disadvantaged Action Plan).</i></p> <p>Students are exceptionally well prepared for the next stage in their education, training or employment – there are 0% NEETs.</p>		
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		<i>parents in Dec 2016. SMH package fully embedded by July 2018, with ongoing training and best practice sharing opportunities via CPD programme throughout 2017-19.</i>				
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SIP Priority 2	Lead	Key actions and timescale	Estimated cost	Success criteria	Monitoring	Evaluation
To improve the quality of learning transition from primary school.	Strategic lead: DAB Key actions: 1. DAB/LDD	1. To ensure appropriate challenge from day one in Year 7 by working collaboratively with colleagues in local primary schools to raise expectations, share best practice and identify transferrable teaching and learning strategies. (EEF reading comprehension +5 months / EEF phonics +4 months) <i>Cross-phase moderation of Year 6 and 7 English and Maths work completed in spring 2017, autumn 2017, spring 2018 and autumn 2018.</i> <i>Year 5/6 observations completed by English and Maths staff, with feedback, in autumn 2017 and 2018.</i> <i>Year 7 observations completed by Year 5/6 staff, with</i>	1. CPD budget (£25,000) to support on-going training programme. 1. Cover costs to support observations: £2000.	1. All staff are trained in, and use appropriately, teaching and learning strategies from KS2 to ensure appropriate challenge and enable all students joining Year 7 to make strong progress from day one. 1. Effective use of the Pupil Premium in our local primary schools is shared through the transition process, so strategies that are working for individuals are continued into Year 7 to ensure no slowdown in progress. Impact on student outcomes All groups of students in Year 7 make substantial and sustained progress throughout the year across many subjects, including English and Mathematics, and learn exceptionally well. The standard of attainment of all groups of students in Year 7 to be at least in line with expected levels of progress for their individual pathways. The attainment and progress of disadvantaged students in Years 7 at least matches or is rapidly approaching those of other students in the school.	Minutes of primary/secondary collaboration meetings and cross-phase moderation (DAB) . Half termly work samples and informal student voice discussions (LDD/WMS) . Fortnightly SLT/HOD review meetings (SLT/HODs) . Half termly HOD informal learning walks (HODs) . Daily SLT lesson drop-ins (SLT) . Staff professional development programme and records (DAB) .	Lesson observation feedback from primary colleagues observing Year 7 learning (LDD) . Staff training reviews/feedback (DAB) . Analysis of the progress and attainment of all groups of students in Year 7 through autumn, spring and summer data checks throughout 2017-19 (AMP/RFW/WMS /RCP) . Quality Assurance of Teaching and Learning in Nov 2017, Feb 2018, Nov 2018 and Feb 2019 (LDD) . Challenge Partners QAR in Nov 2017 and Nov 2018 (LDD) . Termly SIP progress report to Full Governors – autumn, spring and summer meetings throughout 2017-19 (RJD/AMP/KPD) .

		<p><i>feedback, in autumn 2017 and 2018.</i></p> <p><i>Staff training on 01 Sept 2017 to gain a clear understanding of Year 7 capabilities particularly reading comprehension, phonics and problem solving, with ongoing training and best practice sharing opportunities via CPD programme throughout 2017-19.</i></p> <p><i>Pupil Premium use for individuals moving from Year 6-7 is discussed and shared as part of the transition process in summer 2017 and 2018.</i></p>				
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SIP Priority 3	Lead	Actions and timescale	Estimated cost	Success criteria	Monitoring	Evaluation
<p>To ensure that all groups of students are consistently 'Ready to Learn'.</p>	<p>Strategic lead: KPD</p> <p>Key actions:</p> <p>1. KPD/HOYs WMS (for Post-16)</p> <p>2. KPD/HOYs/SJS WMS (for Post-16)</p>	<p>1. To ensure that all groups of students continue to consistently display a positive attitude to all aspects of their learning by implementing and embedding our 'Ready to Learn' (RTL) policy (EEF behaviour interventions +3 months). <i>RTL policy introduced in May 2017 and trialled during May-July 2017. Full launch in Sept 2017 with ongoing behaviour management training and best practice sharing opportunities via CPD programme throughout 2017-19. RTL fully embedded by Dec 2017.</i></p> <p>2. To promote the highest levels of attendance for SEND and FSM students, ensuring early identification of concerns and swift intervention and support are in place to lead to rapid improvement (EEF behaviour</p>	<p>1. CPD budget (£25,000) to support on-going training programme.</p> <p>1. RTL support team from within existing support staff costs.</p> <p>2. Attendance Officer salary.</p> <p>2. Attendance Officer training costs: £1000.</p> <p>2. Plymstock School Achievement Voucher and Project 30, funded through our Disadvantaged Student Action Plan.</p>	<p>1. The Ready to Learn policy is embedded and ensures that all groups of students continue to display impeccable conduct at all times. Students are self-disciplined and incidences of low-level disruption are extremely rare. These positive attitudes have a good impact on the progress they make.</p> <p>1. Rates of fixed term exclusions remain well below the national average.</p> <p>2. Overall rates of attendance for SEND and FSM are at least 95% in 2017-18 and 96% in 2018-19.</p> <p>Impact on outcomes Students value their education and rarely miss a day at school. No groups of students are disadvantaged by low attendance. As a consequence, all groups of students make substantial and sustained progress throughout year groups across many subjects, including English and Mathematics, and learn exceptionally well.</p> <p>The standards of attainment of all groups of students in Years 7-13 is at least in line with national averages with many students attaining above this.</p> <p>From their different starting points, the proportions of students in Years 7-11 making expected progress and the</p>	<p>Weekly monitoring of Ready to Learn and exclusion data (KPD).</p> <p>Half termly HOD informal learning walks (HOD).</p> <p>Half termly informal student voice discussions (LDD/KPD/WMS).</p> <p>Daily SLT lesson drop-ins (SLT).</p> <p>Weekly monitoring of attendance data (KPD/WMS/HOYs).</p> <p>Fortnightly DHT/HOY review meetings (KPD/HOYs).</p> <p>Weekly EWO visits (HOYs/SJS).</p>	<p>Half termly analysis of Ready to Learn and exclusion data (KPD/HOYs).</p> <p>Half termly analysis of attendance data (KPD/WMS/SJS).</p> <p>Analysis of parent voice surveys in autumn, spring and summer 2017-19 (RJD).</p> <p>Analysis of student voice surveys in autumn, spring and summer 2017-19 (LDD/WMS).</p> <p>Analysis of the progress and attainment of all groups of students in Year 7 through autumn, spring and summer data checks throughout 2017-19 (AMP/RFW/WMS / RCP).</p> <p>Quality Assurance of Teaching and Learning in Nov 2017, Feb 2018, Nov 2018 and Feb 2019 (LDD).</p> <p>Challenge Partners QAR in Nov 2017 and Nov 2018 (LDD).</p> <p>Termly SIP progress report to Full Governors (RJD/AMP/KPD).</p>

		<p>interventions +3 months / EEF mentoring +1 month).</p> <p><i>Attendance Officer to complete EWO and Level 3 safeguarding training by July 2017, to allow home visits and the development of attendance support plans from Sept 2017 onwards.</i></p> <p><i>Raising FSM attendance will be supported through our Disadvantaged Student Action Plan. However, key strategies such as the 'Plymstock School Achievement Voucher' and 'Project 30' will run annually between 2017-19.</i></p> <p><i>Raising SEND attendance will be supported through a change in SEND leadership in May 2017 and a restructure of support provision into the four areas of need (May-July 2017) which will be implemented from 01 Sept 2017.</i></p>		<p>proportions exceeding expected progress in English and in Mathematics are high compared with national figures for those groups.</p> <p>The attainment and progress of disadvantaged students in Years 7-13 at least match or are rapidly approaching those of other students nationally. <i>(This is supported by our Disadvantaged Action Plan).</i></p> <p>Students are exceptionally well prepared for the next stage in their education, training or employment – there are 0% NEETs.</p>		
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SIP Priority 4	Lead	Actions and timescale	Estimated cost	Success criteria	Monitoring	Evaluation
<p>To ensure that all staff receive high quality evidence-based professional development in:</p> <p>1. the key identified areas for school improvement (What we need to be even better at)</p> <p>2. career stage needs and aspirations</p> <p>3. building leadership capacity (succession planning).</p>	<p>Strategic lead: RJD</p> <p>Key actions:</p> <p>1. DAB/LDD</p> <p>2. DAB</p> <p>3. RJD</p>	<p>1. An evidence-based professional development programme is designed and implemented to enable all staff to effectively use Kagan co-operative learning structures, plan opportunities to differentiate learning by starting point, improve understanding of the primary curriculum/Year 7 capabilities, improve student action on feedback through laCT and ensure that homework moves learning forward.</p> <p><i>Design of the programme will take place between May-July 2017, with implementation from Sept 2017. The programme will be reviewed and refined throughout 2017-19 as needs emerge.</i></p> <p><i>Olevi OFP (Outstanding Facilitators Programme) completed by three staff by Oct 2017 to enable delivery of ITP (Improving</i></p>	<p>£25 000 CPD budget for 2017-18 and again for 2018-19.</p>	<p>SIP priorities 1, 2 and 3 are achieved.</p> <p>Typicality of teaching across the school is at least good and in many cases outstanding.</p> <p>Staff surveys show that at 90%+ of colleagues rate the professional development opportunities at the school to be at least good.</p> <p>Impact on student outcomes All groups of students make substantial and sustained progress throughout year groups across many subjects, including English and Mathematics, and learn exceptionally well.</p> <p>The standards of attainment of all groups of students in Years 7-13 is at least in line with national averages with many students attaining above this.</p> <p>From their different starting points, the proportions of students in Years 7-11 making expected progress and the proportions exceeding expected progress in English and in Mathematics are high compared with national figures for those groups.</p> <p>The attainment and progress of disadvantaged students in Years 7-13 at least match or are rapidly approaching those of other students nationally.</p>	<p>Fortnightly SLT/HOD review meetings (SLT/HODs).</p> <p>SLT attendance at professional development sessions (SLT).</p> <p>Termly staff voice surveys (RJD).</p> <p>Half termly work samples and informal student voice discussions (LDD/WMS).</p> <p>Fortnightly SLT/HOD review meetings (SLT/HODs).</p> <p>Half termly HOD informal learning walks (HODs).</p> <p>Daily SLT lesson drop-ins (SLT).</p> <p>Half termly 'Show my Homework' usage data (WMS).</p>	<p>Analysis of the progress and attainment of all groups of students through autumn, spring and summer data checks throughout 2017-19 (AMP/RFW/WMS/RCP).</p> <p>GCSE and Post-16 external examination data analysis (AMP/RFW/WMS/HODs).</p> <p>Quality Assurance of Teaching and Learning in Nov 2017, Feb 2018, Nov 2018 and Feb 2019 (LDD).</p> <p>Analysis of termly staff surveys throughout 2017-19 (RJD).</p> <p>Challenge Partners QAR in Nov 2017 and Nov 2018 (LDD).</p> <p>Termly SIP progress report to Full Governors – autumn, spring and summer meetings throughout 2017-19 (RJD/AMP/KPD).</p>

	<p><i>Teacher Programme) and OTP (Outstanding Teacher Programme) to all staff by Jan 2018.</i></p> <p><i>All teachers between NQT and +3 years have completed the Olevi ITP by June 2019.</i></p> <p><i>All teachers at 4+ years, along with middle leaders, have completed the Olevi OTP by June 2019.</i></p> <p>2. Based on a staff audit, a voluntary programme of bespoke career-stage professional development is in place. <i>Staff audit undertaken between May-June 2017. Voluntary professional development programme in place from Sept 2017 onwards.</i></p> <p>3. Build middle and senior leadership capacity to ensure that staff career aspirations and school succession planning needs are met. <i>Two senior leadership secondment</i></p>		<p><i>(This is supported by our detailed Disadvantaged Action Plan).</i></p> <p>Students are exceptionally well prepared for the next stage in their education, training or employment – there are 0% NEETs.</p>		
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		<p><i>positions for middle leaders are provided in 2017-18 and a further two in 2018-19.</i></p> <p><i>The middle leadership development programme will run annually throughout 2017-19 with a session each half term.</i></p>				
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