The John of Gaunt School
School Improvement Plan 2020-21

Vision statement:

'Excellence Every Day'

- We challenge, support & encourage every student to **achieve their potential.**
- We believe **effort** and **dedication** lead to success and we **raise aspirations**.
- We **personalise our provision** to meet the needs of individuals.
- We enable our students to flourish as **confident learners and leaders** of our community.
- We create a culture where all stakeholders **feel valued, supported and proud**.
- We **work collaboratively** to improve outcomes for our students and support other schools to improve.

Strategic Priorities 2020 2021

OFSTED 2018 next steps

Leaders and those responsible for governance should ensure that:

- All pupils **attend** regularly and that persistent absence is rare (Priority 1,2,5,6)
- Teachers build on existing good practice to secure **consistently good progress** for all pupils, especially **Disadvantaged pupils** and those with low prior attainment (Priority 2,3,4,5,7)
- the **quality of teaching** across the school is consistently good. (Priority 3,4,6,7)

All priorities include a strong focus on **raising expectations and raising the achievement of disadvantaged students.**

School Improvement Priorities		Success criteria	Monitored by Governors 2020/201					
			T1	T2	T3	T4	T5	T6
1	Increase whole school ***attendance.*** Ensure persistent absence and lateness is rare.	- 96% overall attendance - 96% disadvantaged attendance - ≤10.0% persistent absence	S&C	S&C	S&C	S&C	S&C	S&C
2	Raise ***outcomes*** across KS2-4, especially middle prior attaining students, disadvantaged and boys.	Yr 11: P8 ≥0, PP P8 ≥0, 4+ Basics 66%, 5+ Basics 43% Post 16: L3VA above 0 for A level and Applied, A*-E 100%, A*-C 80%, A* - B 53%, no subjects sig-	CLES	CLES	CLES	CLES	CLES	CLES
3	Increase the **impact of the curriculum** on student outcomes at all levels			CLES		CLES		CLES
4	To ensure high expectations lead to ***consistent high-quality* T & L,** resulting in improved students' progress.			CLES		CLES		CLES
5	To create a culture of high expectations that leads to ***disruption free learning***.	T4 100%, T4 100%, T6 100% of lesson observations disruption free learning, 90% of staff and students demonstrate positive surveys. 100% in correct uniform.		S&C		S&C		S&C
6	To ensure a **high-quality experience** for students and staff.	Increase numbers into Year 7 and Post 16 by 10%. Capital improvement programme to continue. 95% of students 'enjoy' school. ≤ 90% staff leave.		S&C		S&C		S&C

7	Increase the **impact of leadership** on student outcomes at all levels.	Balanced budget achieved, new alternative protocols agreed, MAT pathway mapped, no safeguarding weaknesses identified.			BoG			BoG

Priority 1 – Increase whole school *attendance*. Ensure persistent absence is rare								
T1	A	T2		T3		T4	T5	T6

Focus	Key Actions	Strategic Leader	Monitoring mechanism	Success Criteria	Resources
Attendance & Persistence Absence	To work with attendance team to identify PA students early in September. To work proactively with students, families and outside agencies.	SAM	- BLI meeting EWO meeting -Tracking sheet -SLT/HoY LM meet -SLT meet	- Reduced numbers of students on the target lists for all year groups - All PA families contacted regularly throughout the year. - Attendance for target list 95%+	- BLI time - Year team time - EWO support
Data: used to target key groups - girls - PP	1.1 Refine the use of attendance data across the school, including the pastoral teams.	SAM	- tutor learning walks - SLT meeting reports	- 96% overall attendance - 96% disadvantaged attendance - ≤8% persistent absence - current gap between boys' and girls' attendance closing	- Data team time - Year team time
	1.2 Continue to develop the attendance dashboards for each year group, regularly analysed by SLT and year teams.	SAM			
Rewards	1.3 Embed the focus on attendance in the celebration assemblies for all year groups including improvement as well as consistent high attendance. Celebrate whole school targets using Classcharts to build a collegial culture around attendance. Communicate attendance targets and celebrations with families via Classcharts announcements and newsletters.	HKE / SAM	- Assembly delivery		- Year team time in assemblies Classcharts Newletters Cost of increased rewards on class charts due to alloaction of class charts points for whole school attendnace targets being met
Proactive interventions	1.4 Deliver & evaluate a wide range of attendance interventions to increase engagement.	HKE / SAM	- SLT mtgs - S&C govs - HOY mtgs - Yr team mtg - Attendance team mtg		Pupil Premium funding
	1.5 Develop return to school 'supportive interview' process with year team / tutors/ pastoral team members.	SAM			

	Increase communication with families who have children with a history of non-regular attendance.		- Tutor & student voice		- Tutor & attendance officer time
	1.8 Work with key primary feeder schools to build relationships with families and intervene early.	HKE			Attendance officer time
					House Leader time
POST 16					
Data Used to target individuals	1.1 For P16 attendance to be at 96% or above. Use data to monitor individuals in line with the whole school policy and strategies.	LBA	-Tutor learning walks and feedback -Student Voice	-Attendance to be at 96% or above overall.	-Year team time -P16 Management team time
Staged attendance intervention	1.2 Team to create and implement an intervention system where PA is a concern.	LBA	-PA strategy to be in place.	- Strategy to be created for PA and shared with P16 team.	-P16 management time.

Priority 2 – Raise *outcomes* across KS2-5, especially middle prior attaining students, disadvantaged and boys.					
Focus	**Key Actions**	**Strategic Leader**	**Monitoring mechanism**	**Success Criteria**	**Resources**
Tutor Time	Tutor time has been restructured to enable year 10 & 11 to focus on Hegarty Maths, self-quizzing using knowledge organisers and academic mentoring support. Students in years 7 -9 will be read to every tutor time from a literary canon, chosen to improve their vocabulary and cultural capital. Get in motivational speakers for assemblies	ALA/SAM	-Hegarty Maths Impact Reports -Learning walks -Academic mentoring records	-Students' results in Maths mock and final GCSE exams improve. -Students' planners reflect ongoing revision	-Hegarty Maths -Termly knowledge organisers -Planners -Academic mentors -Tassomai
Interventions	After-school interventions co-ordinated and timetabled as 'period 6' to enable easier and broader access for students. Fri P6 to be WTM base with students in exam halls. Holiday revision sessions to be timetabled for Easter and May half term Live spreadsheet used for Y11 students with current data and intervention on	ALA/APE	-Timetable of all revision sessions -Attendance registers	-Student attendance at period 6 is >96% -Students' mock/GCSE results improve in targeted subjects.	-Volunteer staff to run sessions -Budget for rewards
Data	Data scrutinised to pinpoint curricular and timetabling issues that are limiting students' progress.	ALA/BRH	-Tracking data -Minutes from SLT and LM Meetings -Students' intervention time is maximised	-Progress 8/SPI scores for students improve. -SLT have increased knowledge of range of GCSEs and can effectively challenge and support as required.	-Meeting time for discussions -SLT/DL time for data analysis -Developmental time for QLA set up for mocks
	SLT and LM Meetings with DLs maintained to prioritise Year 11/Post 16 outcomes.				
	Diagnostic assessment system using KPIs and QLA to be used for KS3. Linked to GEM activities and reported home.				
	Use of QLA feedback after Y11 mock exams				
Tutoring	Priority students selected for small group tutoring in Maths and English. Evening tutoring program to be set up using teams	ALA	-Attendance registers. -Tracking data.	-Targeted students achieve their targets in Maths and English GCSEs.	- Budget for tutoring - Time needed for sessions
Study skill / mastery	Memory recall techniques embedded across the curriculum for all years and evaluated. Knowledge organisers/planners used as the basis of homework and low stakes quizzing audited to ensure high quality. Planners have been re-designed for students to record daily self-quizzes. Students will quiz on tier 2 vocabulary weekly to improve reading skills across the curriculum.	AEY/AHW/ SAM	-Lesson observations -Learning walks -Student voice -Book looks	-Students' success at low stakes quizzing increases. -Knowledge organisers used effectively in tutor times. -Students' planners reflect independent self-quizzing	-Staff time to produce termly knowledge organisers. -Tutor time sessions.

Priority 2 – Raise *outcomes* across KS3-5, especially middle prior attaining students, disadvantaged and boys.											
T1	A	T2		T3		T4	A	T5		T6	

Focus	Key Actions	Strategic Leader	Monitoring mechanism	Success Criteria	Resources
Least-able & SEN (also see T&L priority 3 actions)	2.1 Increase intervention strategies for SEN (& disadvantaged) students through effective deployment of TAs.	VMA	- ILD & EBacc faculty minutes. - TA observation.	- TAs based in EBacc subject areas develop an increased confidence & understanding of curriculum. - Increased impact on SEN students in KS4.	- SEN budget. - SENDCo & DL monitoring time.
	2.2 Maintain Accelerated Reader provision for the least-able students in KS3. Students reading below chronological age to follow the SRA corrective reader program in addition to AR.	SAM	- Star test results - Reading logs	- Least able KS3 students increasing reaching age-related expectations in reading	- AR site license
	2.3 Review impact of catch-up strategies in KS3 and ensure evidence-based interventions lead to high impact.	VMA / SAM	- Yr7 tracking	- Least able KS3 students increasing reaching age-related expectations in Eng & Maths.	- Catch-up Premium.
	2.4 Review the KS4 curriculum options for LPA students.	BRH	- Progress data for LPAs.	- Increased number of options (Statistics, photography, textiles) - Attendance (96+%) & engagement (AtL average 3) - A8 & P8 increase to National average +	- Possible cost of including option choices linked to staffing & equipment
Disadvantaged boys	2.5 Establish 'diagnosis – therapy – testing' practice so that all academic interventions are sharply focused on individuals' needs.

Ensure relevant curriculum areas build Disadvantaged and Boy related strategies in their work | BRH | - Observation of interventions. - Line mgt minutes. | - KS4 Curriculum cycles are created, established and embedded in Years 10 & 11 - Tracking spreadsheets are used in all subject areas - GEM weeks & Interventions are planned on the basis of individual needs highlighted from tracking - All GEM & interventions are regularly evaluated & adapted in JPD meetings | - Intervention leaders' time. |

	2.6 Complete an internal review of PP intervention strategies to measure impact and adjust spending accordingly. (internal review by Feb'19)	BRH/ALA	- CLES & Resources minutes. - SLT minutes.	- New disadvantaged students' action plan in place. - Attainment of disadvantaged students continues to rise. - Gap in progress 8 closes with peers nationally. - Successful strategies are expanded.	- PP budget. - SEN budget.
	2.7 Increase capacity & impact of academic mentoring across all year groups.	BRH	- Tracking data. - Attendance data.	- Year 11 students appraised, HAP, MAP & LAP groups are selected - PP mentors select students depending on student characteristics and mentor strengths - Meetings (formal/informal) with DLs & SLs twice a term	- PP, SEN, Staffing budget. - DS team time.
Curriculum	2.8 Embed the new GCSE specifications ensuring robust assessment & moderation across all subjects.	BRH	- Faculty JPD minutes. - DL line mgt minutes.	- Whole-school KS4 Learning cycles created. (Jan '19) - Assessment models in place in all subjects (March'19) - Medium Term Plans completed for Yrs 10 and 11 (Sept '21)	-Pixl resources. - Faculty budgets. - New exam course budget.
	2.9 Develop the curriculum offer for all prior attainment bands to maximise the chances of success within the progress 8 framework whilst balancing the interests of each student.	BRH	- CLES minutes - Student progress 8 data.	- All prior attainment bands have progress 8 score ≥0. - All students have 8 valid progress 8 entries (excl. exceptions).	- Staffing capacity monitored & adjusted accordingly.
	2.10 Design & implement a new sequenced KS3 assessment cycle model with robust Medium Term Plans (MTPs), assessment & GEM weeks.	BRH	- Faculty JPD minutes - DL LM minutes - Tracking	- Consistent delivery within faculties through MTPs - Effective assessment, moderation in all subjects - Effective GEM weeks increase progress levels and rates in all subjects - 75% of students meeting targets	-JPD time for KS3 - ML/DL meeting time
Study skills	2.11 Develop students' study skills, recall & resilience to improve their preparation for linear exams, especially boys.	AEY/ALA	- Attendance at study skills evening. - Student & parent voice. - Mock exam performance.	- Mock exam performance & tracking data shows improving progress figures. (Nov '18) - P8 predictions and summer results have a positive value - Students can articulate their own revision strategies. - Recall strategies regularly used as starters & plenaries. - Exam practice in the majority of lessons observed	- Revision resources for disadvantaged students from PP budget. - Time.

				- Inclusion in KS4 GEM weeks	
Exam results to be in line with or above national average	2.12 Analysis of exam performance data and the production and analysis of timely tracking data, informs governors, senior leaders, middle leaders and teachers of curricular areas of strength and weakness and enables the planning of suitable intervention in the classroom and after school. Suitable targets are set for students in years 10-11 each year that ensure raised and high expectations of all.	ALA	Tracking points Data analysis used and shared at SLT and governors' meetings.	Overall A8> national and P8> 0. Progress 8 of middle ability, disadvantaged & boys > national. Progress gap between disadvantaged students and all students closes to 0.	Maintain subscriptions to FFT, SISRA and ALPS.
	SEN students. Intervention programmes – literacy at KS3 ensure all students able to read at chronological age.	SAM			
POST 16					
1.1	To raise outcomes for students entering with grade A (7/8/9) at GCSE.	LBA	-Tracking data -Test results -Student voice -Exam results	-For this quintile to not be highlighted on the IDSR for 2021 exam results -To work with DLs to generate regular opportunities for gifted students in their subject areas. -To encourage DLs to offer A* exemplars.	-DL time. -Teachers' time. - Financial for resources.
1.2	To monitor and provide intervention for students with ALPS target grades of D and E or students who have teacher tracking at those grades	LBA	-Tracking data -Staff voice -Student voice -Lesson drop ins/observation	- To deploy the academic mentors to focus on this group from the start of the academic year with regular one-to-one meetings. -To use tracking data to establish new groups and successes. -File checks to check organisation and completion. -Regular dialogue with subject teachers to make sure these students are making progress.	- Academic mentor time.
1.3	To work with Science to get better outcomes for Year 12 students in Biology and Chemistry.	LBA/AEY	-Tracking data -Exam results	-For AS Biology and Chemistry to have a higher VA score than in 2019. -To eradicate the number of U grades in these subjects. - To look at what can be done to support students entering with target grades of C and below.	- Science Faculty time. -Money for resources?

Focus	Key Actions	Strategic Leader	Monitoring mechanism	Success Criteria	Resources
				-To consider whether there is enough supported differentiation for these students. -To conduct student voice. -To offer an alternative Applied Science course for 2021 start.	
1.4	All subjects to be as a minimum in line with NA	LBA			
1.5	Review the KS5 curriculum options to improve appropriacy and relevance for all students.	LBA/BRH	- Yr11 into 12 student retention numbers - Tracking data - Exam results	- Approach DLs with potential new courses - Student voice on preferred course opportunities for P16 at JoG	- Consultation time - Time for research and course development - Start-up funds

Priority 3 – Increase the **impact of the curriculum** on student outcomes at all levels					
		T3	A		T6	A
Focus	**Key Actions**	**Strategic Leader**	**Monitoring mechanism**	**Success Criteria**	**Resources**
3.1	Implement KS4 learning GEM cycles.	BRH	Faculty JPD minutes - DL LM minutes - Tracking	- Consistent delivery within faculties through the development of MTPs - Effective assessment, moderation in all subjects - Effective GEM weeks increase progress levels and rates in all subjects - 75% of students meeting targets	-DH/AP/DL time. -Teachers' time. -Learning walks - Financial for resources.
3.2	Review the current provision and impact of the KS3 and KS4 learning cycles.	BRH	Faculty JPD minutes - DL LM minutes - Tracking -Quality Assurance -Relevant external reviews	- Rigorous review cycles with analysis of findings - Completion of review meetings with all ML/DL Completion of parental and student voice - Consult and discuss with Governors - Develop & embed MTPs	-DH/AP/DL time. -Teachers' time. -Learning walks -DL/ML Meeting time -Financial for resources and external consultation

				- All students have 8 valid progress 8 entries (excl. exceptions).	
3.3	Review the KS5 curriculum needs, in light of the separation from the Post 16 partnership with Clarendon Academy.	BRH /LBA	-Documentation created for all stakeholders, for appropriate scrutiny.	- Consultation with all stakeholders - Modelling various curriculum programmes - Financial and staffing review into feasibility	-DL / ML meetings -Potential increase in staffing -Financial for resources and external consultation -Time for visits Finance to cover staff
3.4	Research the most effective KS3, KS4 & KS5 curriculum models relevant to JOG	BRH/LBA	-Documentation created for all stakeholders, for appropriate scrutiny.	- Consultation with all stakeholders - Modelling various curriculum programmes - Introduce new courses where relevant and required - Financial and staffing review into feasibility	-Time for visits Finance to cover staff
3.5	Implement and personalise any of the research findings into KS3, KS4 & KS5 if required.	BRH		- Consider the development of on-line options process and implement if suitable	-Time for visits - Attend training where required - Finance to cover staff

Priority 4 – To ensure high expectations lead to *consistent high quality* T & L , resulting in improved students' progress.								
		T2	A		T4	A	T6	A
Focus	Key Actions		Strategic Leader	Monitoring mechanism	Success Criteria		Resources	
DDIs	Developmental Drop-Ins (DDIs) occur for all teaching staff on a twice termly basis; these are focused incrementally on the six JOG Essentials of T&L. Incremental, developmental coaching follows DDIs		AEY	-Staff voice -Student voice -Lesson observations -Book looks -Learning walks	-Records on SISRA Observe indicate that all teaching staff have been coached twice a term. -Staff survey indicates that teachers feel more supported.		-SLT/LP time for drop ins	

	Responsibility for conducting DDIs is distributed with a wide range of staff involved in coaching colleagues		-Sisra Observe data	-Greater consistency in T&L as gauged by learning walks and book looks. -Data from Sisra Observe indicates staff actionable steps are completed and development is happening. -Incremental coaching model expanded to include coaches at middle leader level.	
T4W	T4W strategies embedded throughout all curriculum areas by writing into schemes of work.	AEY	-Book looks -Lesson observations -Learning walks -Project team feedback -CPD delivery (e.g. in briefings)	-Students quality of extended writing improves, as measured by internal and external data. ->90% of medium-term plans to feature T4W strategies by July 2020	-Project team time -CPD -Twilight training sessions -Briefing slots (whole school and faculty) -Visualisers
	Best practice showcased, and training offered on various aspects of the toolkit e.g. vocabulary work, deconstruction and co-construction of texts, use of model answers, memory tools like text mapping and mime.				
	Business plan in place for outward-facing work as T4W training school				
JOG Essentials	JOG Essentials form the basis of the CPD programme for 2020-21. DDIs are based around developing consistency in each of the six areas.	AEY	-Book looks -Learning walks -DDIs	-For quality assurance processes within the school to indicate that the quality of teaching is consistent with the JOG Essentials in at least 85% of lessons by July 2020.	- JOG Essentials and lesson format documents. -Calendared CPD time, to include DDIs.
	New lesson format is underpinned by the JOG Essentials, and is monitored through learning walks and DDIs.				
Feedback	In-depth feedback to students is timed according to learning cycles, and is in line with the T4W methodology of 'Cold' and 'Hot' tasks.	AEY	-DDIs -Learning walks - Book looks - Student voice - CPD on diagnostic marking	- Book look evidence shows consistent practice in all subjects. -Learning walks/DDIs reveal evidence of high impact diagnostic and live marking.	- DL meeting time. - CPD time. -Feedback procedures documentation
	Diagnostic marking used to identify gaps in students' understanding/misconceptions, thereby shaping content of future lessons.	AEY			
	Live marking occurs at every opportunity within lessons, and is featured as a key aspect of the JOG lesson format.	AEY			

Modelling	Teachers effectively model exemplar work and expectations as part of the JOG lesson format.	AEY	- Learning walks -DDIs -Book looks		- Students can articulate what excellent work looks like for all learning activities.	- Visualisers - Subjects to create bank of exemplars in all year groups
CPD	Secure 'Quality First Teaching' for LPAs and SEN students through relevant training for SEN needs.	AEY / VMA		- DDI reports on Essential 3 -CPD records. - SEN outcomes. -Faculty LM Minutes/Reviews	- Adaptive teaching understood and being developed across faculties. - Progress of SEN students at KS4 increases.	- CPD budget. -SENCO time
	Link CPD programme to appraisal and ensure planning is reactive to emerging needs from monitoring activities.	AEY	- DDI summary reports - CPD evaluations		- Successful appraisal annual reviews. - Quality of T&L improves across all subjects.	- CPD budget - Calendared CPD to reflect staff needs.
	Expansion of incremental coaching model to support colleague development	AEY/AHW /JMA				
Appraisal	Develop and introduce SISRA Observe as the recording and monitoring tool for quality assurance and appraisal.	AEY	- SISRA Observe records and reports		-Staff voice indicates greater engagement with appraisal process. -Patterns of strength and weakness can be more efficiently tracked and acted upon.	-SISRA Observe -Calendared CPD time
	Continue whole school work sampling sessions so that book looks inform planning, and feedback becomes more impactful.	AEY	- 3 x whole school book looks		- All teachers are providing impactful feedback in line with learning cycles. - GEM work leads to improved quality of work.	- Directed time for book look activities.
	Increase the analysis and subsequent actions following DDI cycles.	AEY	- All teachers have twelve DDIs per year (termly cycles) - Analysis report following each DDI cycle, with related actions. - Interim reviews - Annual review performance summary		- Whole school and subject analysis show consistently strong teaching. - Effective support plans in place for those not meeting the school's expectations.	- Calendared CPD time. - SLT/LP capacity.

POST 16

The John of Gaunt School
School Improvement Plan
2020-2021

	To work for one more year with the Clarendon Academy (current Year 13). To become an autonomous Sixth Form offering a wide variety of courses.	LBA	-P16 review -Lesson observations -JOG/Clar steering group meetings -Recruitment -Curriculum offer	- To continue regular dialogue with Clarendon. -To continue to data share with Clarendon. -To do QA in both schools. Going forward: -To create a balanced curriculum offer for 2021. -To offer a greater range of Vocational courses in the 2021 offer. -To recruit viable numbers.	- Leadership time.
	To develop use of T4W in the Sixth Form, to improve quality of academic writing	LBA/AEY / AHW	-Lesson observations -Learning walks -Student voice	- For all Faculties to build resources to support T4W at KS5. - T4W strategies to be seen in folders and lesson observations eg model answers provided/Boxing up/Magpie exercises seen. -	- Faculty time needed for this.
	For all subjects to perform in line with national. To get more subjects exceeding national.	LBA	-Tracking data. - Work scrutinies - Exam data	-More subjects exceed the national performance based on SISRA data. -For subjects who have exceeded the national to share good practice. -To work with Social Sciences to support attainment.	- CPD time. Briefing?

Priority 5 – To create a culture of high expectations that leads to *disruption free learning*.						
		T2	R		T4	A		T6	A G

Focus	Key Actions	Strategic Leader	Monitoring mechanism	Success Criteria	Resources
Strategy	4.1 To continually evaluate the effectiveness of behaviour policy and related systems in order to ensure lessons are disruption free and students feel safe within school	HKE	- Behaviour analysis reports to SLT & S&C. - Lesson obs. - Student voice. -Staff Voice.	Lessons are disruption free All stakeholders report an improvement in all aspects of student behaviour.	- Whole staff consultation & CPD time. - Behaviour analysis dashboards.
Systems	4.2 To develop a robust system to monitor, review and evaluate the effectiveness of the behaviour system and interventions regularly which takes into account not only raw data but the changing demographic of the cohort 4.3 School to be a mobile device 'free zone' for students in Y7 – 11 4.4 Implementation of new system to record behaviour and rewards	HKE / BRH	- Effective report developed and regularly shared with S & C and SLT – including behaviour and isolation room data alongside cohort break down in percentages - Student, staff & parent voice - Use of rewards monitored	- Year group report updated termly Interventions are able to be targeted and success reflected in improved behaviour trends - Tutors actively engaged in behaviour data & intervention. - Students report positive feedback about school rewards system that is relevant to them. -Students do not use mobile devices as defined by the new policy. -Staff and student voice report an improvement in whole school behaviour	- time to analyse behaviour - rewards budget to be agreed and implemented
Alternative Provision	4.5 Develop a system and resource within school which enables isolation to support disruption free learning and which addresses the needs of students who have ongoing challenging behaviour	HKE	- Data analysis and Regular reporting to SLT / S & C Govs - Weekly review meetings with at least 1 member	Number of students in PBSC reduces over time Number of FTE reduced over time Timetable of interventions available for identified students	- Forest schools project costs - Time and Training for SDT staff to deliver intervention

			from each year team present		- Cost of resources to support intervention programs
	4.6 To implement a clear and effective system to ensure the quality of offsite provision is good and meets the needs of students	HKE	QA visits to off site providers to ensure that the provision is of a high standard	Regular QA of all off site providers confirms that the provision meets the needs of our students and is of high quality	Time to complete QA visits
	4.7 To ensure all students in off site alternative provision are supported and monitored on a fortnightly basis	HKE	System of fortnightly checks to ensure the needs of students are met recorded by senior pastoral manager	Clear records indicate effective communication with providers, parents and students resulting in the most effective provision available being utilised to support off site students.	Time of Senior Pastoral Manager to complete pastoral checks and communicate with students , families / providers
Engagement Culture & House involvement	4.9 Work with external partners to increase the sufficiency of alternative provision and ensure financial sustainability.	HKE/PSK	- No's engaged with alt. provision. - Outcome data for students on alt. prov.	- Reduced expenditure on alt. provision. - All students to achieve at least core subjects at KS4. - No NEETS. - Students on alt. provision are able to access at least 5 GCSE subjects incl. Eng & maths.	- Leadership time & capacity. -Allocation of teachers in core subjects to deliver remote learning in core GCSE subjects
	4.9a Support in establishing a new Local Authority Service Level Agreement (SLA) in relation to ongoing costs for external alternative provision and assessment of appropriate availability to meet the needs of all students (including KS3)	HKE/PSK /NRE (Govs)	Monitoring of costs for all external provision	Decision made regarding continuation of participation in the SLA	Time to undertake complete and through cost analysis of SLA participation 'v' non-participation

Focus	Key Actions	Strategic Leader	Monitoring mechanism	Success Criteria	Resources
Exclusions	Reduction in the number of fixed term exclusions	HKE	Monitoring, proactive therapy and potential short-term alternative provision	Reduction in overall number Reduction in the number of students involved Reduction in all SPIG groups All to be below National Average	-Monitoring and therapy intervention
Departmental self-evaluation and action planning	FIP tied into SIP JPD tied into FIP/SIP Appraisal linked to above	BRH	Faculty review cycle Minutes LM meeting	-All faculties carry out a full or interim review during the year - Systems and SoW in please to ensure positive observations from all teaching staff A8 / P8 in-line ≥ national	-Provision of external subject specialists Support and models to ensure high quality FIP
Anti-Bullying Focus	To achieve national recognition for the anti-bullying work strategies within the school.	HKE	Monitoring and costs	-Recognition award gained -Reduction of number of bullying incidents	-Appropriate national award identified -Time for application
Reducing Instances of bullying behaviour at The John of Gaunt School	To review, develop and enhance existing approaches to prevent and respond instances of bullying behaviour	HKE	Reporting on class charts Student, staff and parent survey responses	Number of bullying incidents reduced All surveys report an increase in the number of respondents reports that students feel safe in school and know what bullying behaviour is and are confident that the school is able to respond to instances of bullying effectively	Cost of staff to supervise Diana Award Anti bullying ambassadors Time from pastoral staff to train and then support the program
1.1	To ensure there is a positive working atmosphere in the study rooms. To explore use of "golden time".	LBA/JDU	Climate walks Student voice Staff voice	-Academic mentors to be used to ensure the atmosphere is positive. - Faculties to provide a list of resources students could use in their study time. -JDU to explore use of golden time with P16 student leadership group and to facilitate this.	Department time

Priority 6 – To ensure a **high-quality experience** for students and staff.											
T1	A	T2	A	T3	A	T4	A	T5	A	T6	A G
Focus	**Key Actions**			**Strategic Leader**	**Monitoring mechanism**	**Success Criteria**				**Resources**	

Marketing	Continue to sharpen up marketing. New signage, more inspirational pictures, launch social media channels	PSK	Visual across the school	Social media, signage at the front of school, quality pictures around school.	£10K - £12
Display boards	Removed or minimised to a high quality	NRE/PSK	New boards installed	-Old boards removed and new boards designed and installed	£2,500
Building development	Clear capital buiding project	NRE/PSK	Funding in place	Clear project outline to ensure the removal of any temporary classrooms.	
Capital bids	Successful CIF Bids	NRE/PSK	Achievement of the bid	-Successful CIF bid, focussing on replacing the sports hall roof and fire alarm system.	£40,000 (School) £340,000 (Capital)
	£1 Million Section 106 funding for capital improvements	NRE/PSK	Fully costed Plans produced, funding secured	-Construction completed all temporary accommodation removed from site	£1m (Section 106), further funds from School reserves / Leasing / Grants
Digital media	Further digital media to be explored and where relevant implement.	PSK	Online prospectus and films created	Trend of increased numbers continue	
Activities week	Whole school activities week to include meaningful, culturally enriching experiences for all, both on and off school site	LBA	-Registers -Questionnaires	-100% of students attend an off-site activity -100% of students engage with activities	
Employers	Enhanced use of local employers in school. Identify curriculum opportunities for students to have face-to-face contact with local employers.	LBA			
House Activities	To foster an increased sense of belonging to the school community through the development of a whole school house activity programme	HKE	Student voice Engagement in house activities increases	All students are involved in at least one house activity per year Students report feeling a sense of belonging, to their 'House' and to the wider school community	Cost of prizes for house competitions Cost of photocopying
Character Education Kitemark	Create a system to record and celebrate student involvement in activities, both inside and outside of school, that demonstrate their development of character – linked to the school values.	SAM	Kitemark application	Awarded Character Education Kitemark	Leadership time and capacity Cost of badges and log books

Student Leadership	Review current opportunities for student leadership and develop new opportunities both academically and pastorally.	LBA	-Year Councils -School Council -Student Voice	Range of events offered that have been organised by student leaders.	
Careers	To become the first school in Wiltshire to achieve the GATSBY Benchmark for careers	LBA/ALY	Achievement status	To achieve the GATSBY benchmark in 2022	
POST 16					
1.1	To promote the 6th form further through student leadership that is utilised throughout the school.	LBA and JDU	-Assemblies -Activities -Student Leadership notices	- Assembly slots. - Regular meetings - Publication of our work.	
1.2	To get a deal with a local gym to promote health and well-being.	JDU	-Favourable deal established between school and local gym.	- Deal established. - Students using the gym. - Students getting regular exercise.	

Priority 7 – Increase the **impact of leadership** on student outcomes at all levels.							
		T3	A			T6	A
Focus	Key Actions		Strategic Leader	Monitoring mechanism	Success Criteria		Resources
Safeguarding	6.1 Continue developing a wide range of support services for students e.g. Thrive Hub, counselling, anger management.		HKE	- Annual safeguarding audit. - Student & parent voice.	- Attendance increasing. - FTE remain below national. - Fewer students requiring alt. provision.		- YPSS, PP & SEN funding contribution towards external services.
	6.1a To identify and implement best practise for delivery of on-line learning in line with KCSIE 2020 to safeguard all members of the school community during on line learning		HKE	Staff and student voice	Students are able to demonstrate safe use on line learning, both in live streamed lessons and in blended on line learning. Staff are able to identify and report any safeguarding concerns identified during the delivery of on-line learning		Time to deliver effective and appropriate training for all staff and students
	6.2 Review and develop a new appraisal system for support staff, supporting and holding individuals to account.		EGR	- Annual review summary. - Staff voice.	- All support staff complete appraisal. - New policy in place. - ≥80% of targets met.		- CPD budget. - Support staff meeting time.

				- Inc. CPD offer for support staff.	- Line managers' time.
Partnerships	6.3 Governors to lead the exploration of MAT options and establish the most appropriate solution long-term stability and school improvement.	PSK	- governors' working party.	- Full stakeholder consultation. - Governors decision.	- Governor time.
	6.4 Embed the Post-16 partnership arrangement with Clarendon Academy, ensuring effective QA of joint provision. (One last year of this.)	BRH/LBR	- Post-16 leadership & governance group minutes. - Post-16 review (Jan'18)	- Student no's increase - Student retention increases. - Progress at least in line with national in all subjects.	- Leadership time. - Shared data systems. - Teacher collaboration time.
Governance	6.5 Maintain current capacity and skills within key areas of finance, HR, legal and business as well as education	PSK / Chair	- Governor recruitment & skills audit. - Governor minutes.	- Inc. confidence in shortage skills identified through skills audit. - Governors attend parent forums x 3 per year. - Staff voice shows increased understanding of the role of governors and their impact.	- Governor time.
	6.6 Increase communication between the governing body and all stakeholders (students, parents, staff, community) in order to monitor effectiveness of the school.				
Finance	6.7 Establish a balanced budget position to ensure financial sustainability whilst continuing to invest surplus funds intelligently.	NRE/PSK	- Resources govs. minutes	- In-year balanced budget set for 2020/21 - Agreed range for cash reserves with strategy for further investment in place by Feb'21	- Resources meeting time
CPD	6.8 Ensure high quality training provided for leaders at all levels to increase impact and staff retention.	AEY	- CPD report to SLT & governors - Exit interviews	- Strong staff retention of middle leaders. - Student outcomes improve.	- CPD budget - Time for collaborative planning
POST 16					
1.1.4	See above re partnership with The Clarendon Academy.	LBA and BRH	- Post-16 leadership & governance group minutes. - Post-16 review	- Student no's increase - Student retention increases. - Progress at least in line with national in all subjects.	- Leadership time. - Shared data systems. - Teacher collaboration time
1.2	Using the WIN to target vulnerable students with careers provision.	LBA	ACR in once a week to work with identified students. -LBA to be ACR's "line manager" in school.	- The majority of WIN students have an individual meeting with Andrew and a 1-hour careers interview with Louise from Careerpilot. -Student Voice from the students regarding future aspirations.	-Dedicated space in school for ACR when in. - Time to support ACR with admin.

					- Students to be offered university outreach opportunities.	
1.3	To continue to promote Access to Bristol, On Track to Bath and Reading Scholars	LBA	Opportunities offered to students. Opportunities taken by students.	-Some students to take part in these outreach activities. -Student voice re the experience.	

The John of Gaunt School
School Improvement Plan
2020-2021