

Summary of School Improvement Plan, 2017/18

Context

The school, through rigorous self-evaluation has identified the following areas as a focus for improvement. These areas then inform departmental and year team plans, as well as individual teacher appraisal objectives. Each area is linked to a Governor Committee who scrutinizes evidence and monitor progress. Training is directed at these areas to ensure impact. **Lead staff mid-term, to quantify progress, carry out reviews.**

Mid-term reviews are carried out by School Leaders

“High Expectations and high aspirations for all students” underpin our values and ethos. School leaders and Governors have a clear vision and are ambitious for every member of the Simon Balle community. We take every opportunity to communicate this to parents, students, staff and the wider community through the formal curriculum, daily expectations and routines, trips and visits, newsletters, sports and competitions, meetings, our website and our procedures. This therefore contributes to our great success as a school; happy confident students, who achieve highly as scholars.

SCHOOL IMPROVEMENT PLAN SUMMARY 2017-2018

The effectiveness of leadership and management

- Recruitment and Retention of Staff: Embed the recruitment and retention strategy ensuring that the school has the very best specialist staff from KS1-5.
- Values and Ethos: To strategically plot the embedding of key values across the key stages (Key Stage 1-5) into the culture and ethos of the school.
- Curriculum: Strategic planning and continuity in curriculum design from KS1-5
- To ensure that the school's financial and philosophical commitment to using a range of digital tools actually improves learning, is efficient and raises standards for all

Personal development, behaviour and welfare

- PSHEE: To strategically plot PSHEE through the key stages ensuring quality of provision and assessment of progress.
- Behaviour and Attendance: Key vulnerable groups in all key stages are in line with the rest of the cohort in terms of attendance.

HIGH EXPECTATIONS AND HIGH ASPIRATIONS

Quality of teaching, learning and assessment

- Assessment: Internal data systems (Go4Schools) is effectively linked to teaching and learning to ensure robust data at all key stages.
- Teaching and Learning: Embed formative assessment strategies that can develop responsive teaching within the classroom.

Outcomes for children and learners

- Overall outcomes: Improve the outcomes for students of all abilities at A-Level in terms of residuals (actual to base targets) Overall progress ...
- To achieve KS1 results where at least 77% achieve expected standard in writing and at least 35% at greater depth, at least 85% to achieve expected standard in reading and at least 35% at greater depth, at least 82% achieve expected standard in maths and at least 29% at greater depth
- Outcomes: Improve the outcomes for vulnerable students of all abilities at GCSE in terms of residuals (actual to base targets) Overall progress to be at least +0.4.

PRIMARY IMPROVEMENT PLAN SUMMARY 2017-2018

The effectiveness of leadership and management

- Successfully implement subject leadership throughout the primary phase to monitor and evaluate the quality of teaching and learning across the curriculum to further improve provision
- TLR and middle leader development to form a structure of leadership across the primary phase to support Primary Phase Leader

Personal development, behaviour and welfare

- Connecting PRE, PSHE Values, assemblies content and structure to ensure collective acts of worship on a regular basis
- Behaviour and Attendance: Key vulnerable groups in all year groups are in line with the rest of the cohort in terms of attendance.

HIGH EXPECTATIONS AND HIGH ASPIRATIONS

Outcomes for children and learners

- To achieve KS1 results where at least 77% achieve expected standard in writing and at least 35% at greater depth, at least 85% to achieve expected standard in reading and at least 35% at greater depth, at least 82% achieve expected standard in maths and at least 29% at greater depth
- For boys to make accelerated progress in writing in order to attain more closely aligned with girls

Quality of teaching, learning and assessment

- To embed a culture where children take responsibility for their own learning, particularly in Literacy, to achieve the learning intention using steps to success in KS1.
- To implement 'Talk for Writing' in reception to improve fluency and sequencing. With the intention of a roll out if successful.