



St Katherine's School

Quality Improvement Plan 2019-21

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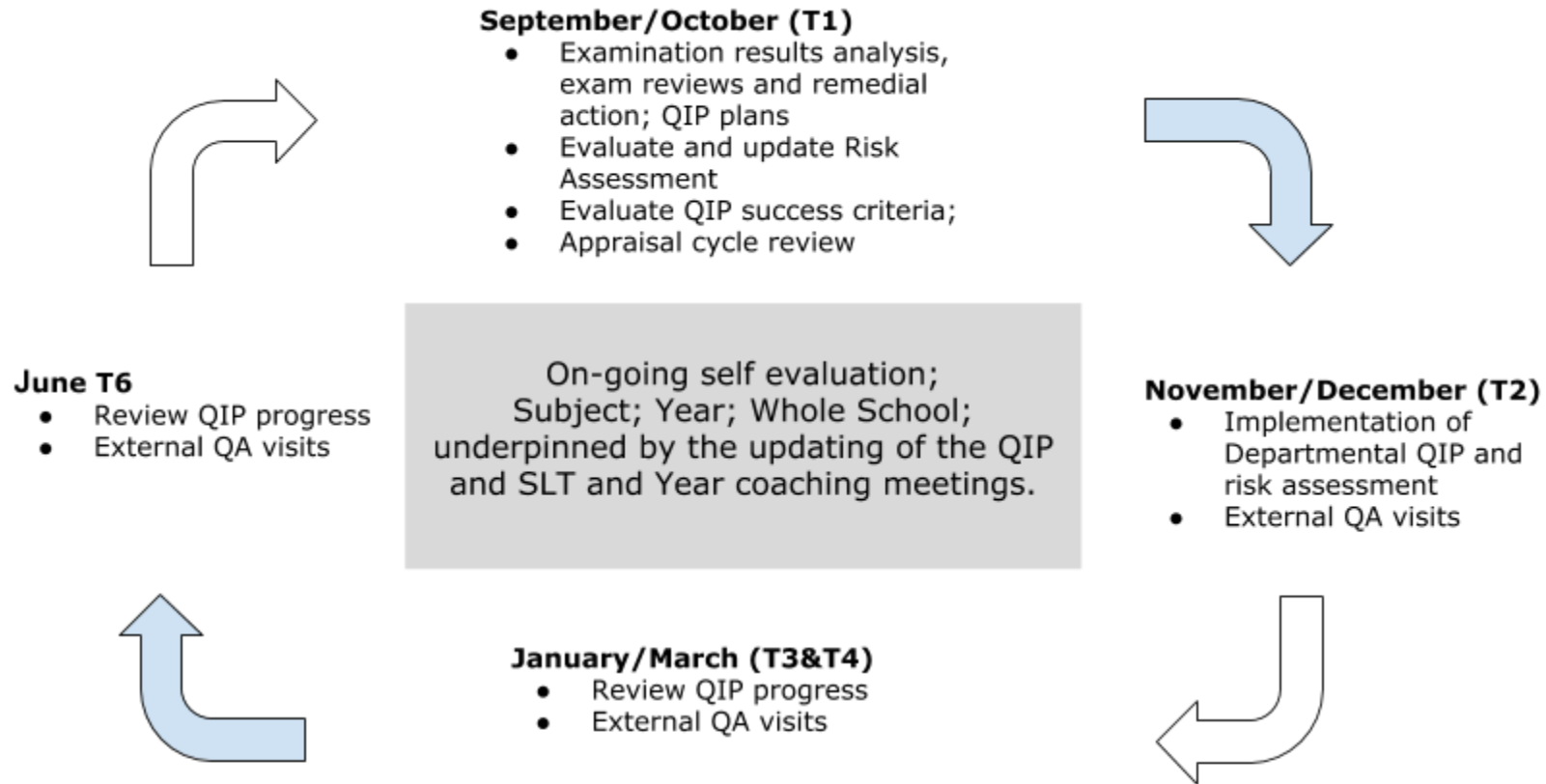
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Governors High Level Summary

Area	Key Strengths	Key areas to develop further
1 Quality of Education Teaching and Learning	Improving standard and consistency of teaching and learning Higher expectations for all pupils Improving trend of stretching the most able Meeting the needs of a greater number of learners through deeper understanding of student need - SEND and PP Priorities based on strong evidence base - Rosenshine Principles	Consistency and narrowing gap between less effective and more effective practice Ownership and development of personal development - new professional Development Review PDR for 2019/20 Sustained improved practice including new staff
1b Quality of Education Literacy	Year 2 of literacy strategy - students reading every day DEAR embedding with tutor reading Library lessons delivered by tutors to build relationships for DEAR Reading tests and scores communicated with parents to boost understanding and support for reading at school and home	Improving levels of literacy in books across key stages Consistency of literacy marking and vocabulary development Developing higher levels of metacognition in our students
1c Quality of Education Curriculum	Broad and balanced curriculum for our pupils Range of pathways to meet student needs Ambitious curriculum for all	Homework completion and student attitude/ownership towards Quality assurance of wider curriculum to monitor uptake of vulnerable groups
2 Behaviour and Attitudes	Climate for learning across the school High expectations for students in their interactions and attitude with robust challenge Bullying is dealt with swiftly and effectively Exclusions are used appropriately Relationships with staff are respectful on the whole and pupils are safe in school Students are punctual	REPEAT exclusions and REPEAT Ready To Learn referrals Disproportionate percentage of referrals for SEND and PP students Persistent absence particularly for PP group Improving overall attendance Behaviour at unstructured times Attitude and ownership towards learning for some students
3 Personal Development	School promotes being responsible, respectful and resilient to students School prepares student for life beyond the school gates with a focus on our values, including British Values throughout the curriculum Our curriculum supports development of the whole child beyond the academic/vocational curriculum	Deeper thread of careers and world or work through through our curriculum PSCHE programme in new tutor model and links to citizenship Minority of students who do not share our values through their conduct, appreciation of diversity, respecting differences and protected characteristics in the world
4 Sixth Form/16-19 Study Programmes	Ambitious curriculum relevant to local and regional needs, tailored to student needs with vocational and academic pathways Growing sixth form Prepares students for future success in their chosen pathway with all students securing pathway	Outcomes based on 2019 - residual 2019, + in 2018 Attendance and punctuality Culture of the highest expectations in all aspects of sixth form life
5 Leadership and Management	Clear and ambitious vision for high quality inclusive education for all students Strong shared values and practice Focus on improving pedagogy and subject knowledge Support for new staff and NQTs, RQTs Leaders engage well with staff and address concerns raised in a proactive manner through People Strategy Group Leaders protect staff and stand united Culture of safeguarding as a priority across the school's work	Greater engagement with parents/carers, particularly with regard to our more vulnerable groups Developing more effective ways of working with governors with emphasis on strategic develops and priorities, holding leaders to account for the quality of education and compliance with statutory obligations such as Equalities Act, website requirements, PREVENT strategy and training Staff training on Equalities Act 2010

St Katherine's School | SELF EVALUATION CYCLE



QIP - Quality Improvement Plan
QA - Quality Assurance

Vision, Ethos and Values

Our Vision

We are the first choice school for families because we focus on the whole child, high levels of achievement, resilient attitudes, a healthy mind, body, spirit and individual character.

Our Ethos

Learning together, succeeding together, inspiring excellence

Our Values

St Katherine's is a community of growth, from the young people who learn here, their families, and the adults we employ. As we grow together, we express what we care about in our values. What we value can be seen in the attitudes to our work, the decisions we take and what we prioritise in our development plans. We value:

People

- keeping children, families and employees safe
- dedicated staff who care and nurture
- support and challenge in equal measure
- honesty, openness and trust
- professional integrity
- enthusiasm that welcomes change and growth
- celebrating achievement in all its forms
- inclusive education
- finding and developing the best in every child
- individuality
- empowering students to learn
- a diverse mix of students from a wide variety of primary schools and backgrounds
- acceptance and respect for people of all different backgrounds and beliefs

Community

- leadership by example, at every level
- a culture of teamwork
- healthy mind, body and spirit
- strong partnerships
- mutual respect between all our partners: students, families, teachers, governors, agencies
- engagement with the local, national and international communities
- good behaviour from all
- clear and effective communication
- the school as a resource for all
- students doing it for themselves
- democracy, individual liberty and responsibility

Excellence

- attainment and progress
- high quality teaching
- high expectations of everyone
- equal opportunities
- learning without limits
- creativity, flair and innovation
- always seeking to improve on previous best
- perseverance
- pride in our achievements
-celebrating the best in everyone

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1a. Quality of Education | Teaching and Learning | Michelle Cave

Aim		Actions	Success criteria (including date)	Monitoring/ Evaluation
1a.1	Embed a routine of retrieval practice in all classrooms enabling students to transfer key knowledge to their long-term memory and make connections with new learning.	All subject leaders create knowledge organisers for KS4 - July 2019 Deliver training through September INSET and share best practice in T&L briefings in term 1 Monitor and embed best practice of retrieval practice at HOF meetings and on the DDI logs - Term 2-6 All lessons have 8-10 minutes of retrieval practice (quizzing etc) reviewing vocabulary, formulae, events or previously learned concepts in order for recall to become automatic - Fortnightly Development Drop Ins (DDIs) conducted by HOFs which are quality assured termly by SLT - Term 1-6 Internal Deep Dives which include book looks and pupil voice to evaluate the impact of the retrieval practice - Dec Apr Jun 2019/2020 Evaluate the work completed by faculties in developing a culture of retrieval practice - July 2020 to embed culture through 2020-2021	Increase in quizzing scores and grades at progress checks. Student confidence and awareness of their curriculum content increases. Progress checks demonstrate improvements in student progress towards their targets. The gap between PP and non-PP students is reduced. Lesson visits demonstrate clearly that staff have taken feedback from DDIs and actioned in their daily practice.	HOFs/MLC SLT Link/ Justin Humphreys
1a.2	Establish a culture of responsive teaching in all classrooms where questioning and feedback identifies and corrects misunderstandings.	The Rosenshine Principles are shared and discussed with all teaching staff - Sept INSET 2019 CPL on strategies for planning and deploying factual and process questions - Term 2 Fortnightly DDIs conducted by HOFs which are quality assured termly by SLT - Term 2 Monitor and embed best practice of 'checking for understanding' at HOF meetings and on DDI logs - Term 3-6 Internal Deep Dives which include lesson observations and pupil voice to evaluate the impact questioning and AfL strategies deployed - Dec Apr Jun 2020 Evaluate the work completed by faculties in developing a culture of 'checking for understanding' - July 2020 to embed culture through 2020-2021	Students confidence in the curriculum content increases. Progress checks demonstrate improvements in student progress towards their target range. Lesson visits demonstrate that staff have taken feedback from DDIs and actioned in their daily practice.	HOFs/MLC SLT Link/ Justin Humphreys
1a.3	Create a routine in all classrooms that ensures teacher explanations and modelling enables pupils to build upon prior learning, particularly for the most disadvantaged, most able and pupils with SEND.	The Rosenshine Principles are shared and discussed with HOFs - July 2019 All staff use ClassCharts to create informed seating plans that are regularly reviewed - Sept 2019 and reviewed at each progress check throughout 2019/2020 HOF share principles with teams and insist on the following within all lessons; new material is presented in small steps; teachers narrate and model the thinking behind each step; allow more time for explanations and deliberate practice; re-teach material where necessary - Sept 2019 and reviewed throughout 2019/2020 All staff apply a 'I do, We do, You do' model - 2019/2020 Fortnightly DDIs conducted by HOFs which are quality assured termly by SLT - Term 3-6 Internal Deep Dives which include lesson observations and pupil voice to evaluate the impact questioning and AfL strategies deployed - Oct Dec Apr Jun 2019-2020 Evaluate the work completed by faculties in developing a culture of 'checking for understanding' - July 2020 to embed culture through 2020-2021	Progress checks demonstrate improvements in student progress towards their targets. Book looks demonstrate scaffolding and support for the removal of any barriers to learning. Increased outcomes for PP and HPA students. Reduced gap in outcomes for PP students. Pupil voice reveals support, stretch and challenge.	HOFs/MLC SLT Link/ Justin Humphreys
1a.4	Continue training on effective feedback so that teachers are working more effectively and	The Rosenshine Principles are shared and discussed with all teaching staff - Sept INSET 2019 A bespoke feedback policy to address the different expectations of marking and feedback within faculties is written and shared with all teams members ensuring a mark-plan-teach approach - Oct 2019 Fortnightly Development Drop Ins (DDIs) conducted by HOFs which are quality assured termly	Students confidence in the curriculum content increases. Progress checks demonstrate improvements in student progress towards their targets. Book looks mirror the curriculum map for each	HOFs/MLC SLT Link/ Justin Humphreys

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	ensuring that feedback is a vital component of lesson planning.	by SLT CPL on strategies for effective use of exit tickets and whole class feedback - Term 3 2020 Internal Deep Dives which include book looks and pupil voice to evaluate the impact of the retrieval practice - Oct Dec Apr Jun 2019/2020 Book looks demonstrate the student learning journey recorded in exercise books - Oct Dec Apr Jun 2019/2020 Evaluate the work completed by faculties in developing a culture of 'mark-plan-teach' - July 2020 to embed culture through 2020-2021	subject and students can articulate their learning.	
1a.5	Develop action research groups for teachers to meet, share and gain ideas that are relevant to our Quality Improvement Plan.	Create a list of action research questions - July 2019 Launch with staff during - Oct 2019 Staff decide on action research question - Oct 2019 Line managers to confirm questions as part of PDR process in consultation with MLC - Oct 2019 Staff work towards completing research for their question and collecting data to measure the impact - Term 2-6 2019/2020 Present to colleagues during a 15 minute forum or CST Secondary INSET day - Feb March June 2019/2020 Colleagues attend 15 minute forum to learn from best practice and apply where appropriately to their own classrooms - March July 2019/2020	Staff demonstrate improved knowledge and understanding of effective learning and apply this to their own practice Best Available Evidence examined and shared with the wider school community.	Appraisers MLC/Justin Humhreys
1a.6	Embed a more rigorous Quality Assurance process to include regular Development Drop Ins, Book Looks and pupil voice. Ensure effective implementation of actions arising from QA.	Assessment schedule for whole school QA completed - July 2019 Bespoke faculty self evaluation schedules reviewed and updated - September 2019 Fortnightly DDIs conducted by HOFs which are quality assured termly by SLT - DDI logs to be completed and discussed with SLT link in fortnightly meetings - 2019/2020 Internal Deep Dives which include lesson observations and pupil voice to evaluate the impact questioning and AfL strategies deployed - Dec Apr Jun 2019/2020 Weekly agenda item at SLT meetings - 2019/2020 Evaluate the quality assurance work completed by SLT and HOFs - July 2020 to embed culture through 2020-2021	Minutes from SLT link meetings demonstrate HOFs have taken actions from DDIs and Deep Dives. Lessons and books demonstrate that improvements to teaching outlined by the DDI log are being addressed. Consistent faculty vision for learning is witnessed in lessons. Less effective practitioners have been identified and supported through CPL to improve practice. Progress of learners improves as a result of the QA implementation.	HOFs/SLT link

1b. Quality of Education | Literacy | Joanne Jefferson

Aim		Actions	Success criteria (including date)	Monitoring/ Evaluation
1b.1	Develop a consistent whole school reading culture.	Flash Fiction Days to promote awareness of new books in our library and DEAR article of the week to support PSHE current affairs (Sept 2019) Tutors monitor their tutees' reading (Sept 2019) KS3&4 tutor reading in one AM registration - reading linked to PSHE curriculum, develop cultural capital and support FBV (Fundamental British Values) (Sept 2019) House assemblies to promote and celebrate reading, including AR achievements (Sept 2019) Review impact of reading programme and DEAR (March 2019)	Students engaged in reading Tutor monitoring DDIs report consistency (Dec 2019) across DEAR and tutor reading sessions. HOH promote reading in assemblies (Jan 2020)	JJ - HOH/KC
1b.2	LRC provision to include inclusive inclusion support for PP and Catch Up students; to stretch and challenge HPA learners.	Accelerated Reader programme in Year 7 and Year 8 supported by weekly library lessons Year 7 tutors deliver one library lesson Year 8, one library lesson a fortnight undertaken by Inclusion staff to support PP and Catch-up students Clear best practice proforma shared with all stakeholders (Sept 2019) Literacy mentor/English LSA mentor catch up/PP students' reading for the second third of the lesson. Lexia support targeted for specific students Literacy Mentor establishing home school contact and monitors home engagement with reading and Lexia. English teacher LRC lessons start with poetry discussion to stretch HPA language analysis. Year 9 and Year 10 Reading Independent Learning Projects promote reading of ambitious text and support focus on homework.	LRC monitoring DDIs demonstrate consistency (Dec 2019) and engagement for all learners (by Easter). Increased borrowing figures (LW to provide as part of termly LRC reports with explicit ref to pp and SEND reading/loans) Nov 2019 AR scores show significant improvement over six month period (STAR tests) AR scores for intervention students show improvement. Lexia students show improvement. Increased borrowing figures for years 9-11 (Termly borrowing figures).	JJ and FS/ SLT Link
1b.3	Staff training to support the teaching of literacy across the school and enable middle leaders to develop Faculty Literacy Strategy	Literacy on agendas (Sept 2019) INSET CPL - clarify reading ethos and introduce DEAR Best Practice checklist (Sept 2019) INSET CPL session to demystify NGRT data and train staff in explicit strategies to teach vocabulary and inference (Sept 2019) INSET - Subject Development CPL - Time dedicated to active development of explicit teaching of inference - using questioning to probe students' understanding of texts - focus on skills used for tutor readers (Sept 2019) INSET CPL - faculties review and refine vocabulary and reading strategies. Opportunity to link this work to Action Research projects (Oct 2019) INSET - training on using 'because, but and so' sentence stems to enable teachers to get students to formulate independent, cogent, responses and enable teachers to check student understanding. Option to embed orally first or as a written task (January 2019) INSET - training on using apposition to expand noun phrases and consolidate learning. Option to embed orally first or as a written task (January 2020) INSET CPL. Developing subject specific writing strategies: HOFs to teach how to live model extended written responses in form and genre appropriate to their subject - training colleagues in metacognitive strategies. Review Action Research projects.	All staff know the needs of their learners and their reading ability on the St Katherine's 5 point scale linked to NGRT data (Oct 2019) Literacy, vocabulary and reading strategy for each subject written (Jan 2020) DDIs reflect clear evidence of literacy focus across classes (Jan June 2020). DDIs show teachers effectively implementing the strategies taught (Jan 2020) DDIs demonstrate greater use of subject-specific modelling across lessons. (Jan 2020)	JJ and HOF/SLT link MLC/JJ
1b.4	Embed whole school SPAG marking policy.	September INSET. Adherence to SPAG codes in line with Teacher Standards to be embedded in to faculty marking policies and be monitored in book looks Termly work scrutinies of key groups demonstrate whole school consistency and student	DDIs and work scrutinies demonstrate consistent application of marking codes, responding to marking and progress in literacy (Jan 2020)	MLC/JJ SLT link

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		engagement. (Term 1-6)		
1b.5	Implement clear lines of home-school communication.	Explanation of St Kath's 5 point reading ability scale to accompany progress checks at KS3 including guidance on reading age expectations for parents. (Nov 2019) Develop communication with Band 4 readers at KS3 - working below age related expectations Letters with progress checks to offer support and tips. (Nov 2019) Band 5 readers at KS3 - Working well below age related expectations - SENDCo to send letter home and communicate provision and support options (Nov 2019) Inclusion to offer literacy workshops for struggling families Stretch and Challenge reading lists for Years 9-11 promoted and set as homework in Year 9 and Year 10. Band 4 and 5 readers to complete NGRT test in January, alongside Year 7 and 8 STAR tests to monitor progress.	Clear communication with home at progress checks with response where needed Evidence of dialogue leading to improvement in literacy levels through books and NGRT/AR data (Dec Apr Jul)	JJ/AFB

1c. Quality of Education | Curriculum | Alan Francis Black

Aim		Actions	Success criteria (including date)	Monitoring/ Evaluation
1c.1	Review St Katherine's curriculum.	Agree whole school curriculum with SLT - June 2019 Share and agree whole school curriculum with HoF - July 2019 Creation of faculty curriculum presentations - July 2020 Update summary of curriculum development at St Katherine's - Jan 2020 Annual review of curriculum April 2020 All faculties will be able to show sequencing of knowledge from 11-18 through a curriculum audit - March 2021 Curriculum guides will outline how parents/carers can assist in the learning - June 2021	All stakeholders understand the St Katherine's curriculum - Sept 2019 Middle leaders can articulate their curriculum and its development through successful deep dives - March 2019 Curriculum Guides are published for year group and faculty - Sept 2020	Alan Francis-Black / Justin Humphreys
1c.2	Review and refine assessment in all faculties and all years to ensure it supports learning and informs all stakeholders	All faculties to produce a clear outline of assessments that take place with each year group - Sept 2019 All faculties to show how assessments are used to inform judgements at each progress check - Jan 2020 Assessment guides added to school website to support the curriculum guides and progress maps - March 2020	Clear documentation and communication of assessments across year groups and subject- Sept 2019 Parents/carers understand how assessment informs the judgements that are reported to them - June 2020	Alan Francis-Black and Michelle Cave/ Justin Humphreys
1c.3	Implement a homework calendar and ensure the reliable setting and submission of homework that supports the aims of our curriculum.	Draft HW timetable - July 2019 Review content and intent of HW with HoFs - July 2019 Share HW timetable with all stakeholders - Sept 2019 Set up monitoring strategy for all HoFs - Sept 2019 Collate faculty returns for HW setting and marking - Jan 2020 Review effectiveness of HW timetable - April 2020	HW is set in line with the HW timetable - Jan 2020 Submission of all HW is acknowledged on Class Charts - Jan 2020 Feedback from all stakeholders reveals that Homework is set according to the timetable and supports learning - April 2020	Alan Francis-Black / Justin Humphreys
1c.4	Review and refine reporting in all year groups to ensure clear communication of progress to parents/carers.	Draft reports for KS3 and KS4 are shared with HoFs/HoHs - July 2019 Guidance on reading and interpreting progress reports are prepared and feedback is sought from parents/carers - Sept 2019 New reports go home with feedback from parents - Oct 2019	Positive Parents/Carers feedback to support their child - June 2020	Alan Francis-Black / Justin Humphreys

2. Behaviour and Attitudes | Katharine Crocker

Aim		Actions	Success criteria (including date)	Monitoring/ Evaluation
2.1	Improve the consistent application of the Ready to Learn system across the school	Ready to Learn assemblies with all year groups - September 2019 Ready to Learn assemblies with all year groups - January 2020 Ready to Learn training for new staff - Induction July 2019 Ready to Learn refreshers with staff - INSET September 2019 Weekly Ready to Learn foci - Term 1 Term 2 2019/2020 shared in weekly Staff Briefing Fortnightly Ready to Learn learning walks for all new staff (tutor time & lessons) - September 2019 Rapid referrals and monitoring to GM to support staff GM to lead subject DDI focus each fortnight throughout the year - September 2019 Additional training sessions and coaching for staff (2019/2020) Undertake a faculty focus each term on the application of Ready to Learn based on reporting analysis (October 2019) Ready to Learn staff survey to check understanding (Term 1 2019/2020 and Term 2 2019/2020)	Improved student understanding Purpose classroom with clearly set routines and expectations for the behaviour of pupils focused on learning without low level disruption Positive Student Voice survey (January 2020) Improved staff understanding and consistent application of Ready to Learn (Term 2 2019/2020) Reducing spikes in Ready To Learn referral Swift intervention with success from GM support DDI log and review reflecting progress across staff implementation (Jan Mar June 2020) Improving percentage of 'staff apply school policies consistently in annual survey.	Katharine Crocker / Justin Humphreys
2.2	Reduce the number of repeat referrals to Ready To Learn and repeat exclusions	Monitor Ready to Learn stages each fortnight (Sept 2019) Standing item in HoH coaching notes (Sept 2019) Prepare and present Ready to Learn reports at HOH and SLT - each term 2019/2020 Create, develop and implement Pastoral Support Plans for Stage C-D pupils to include a range of additional and alternative provision including referrals to external agencies, mentoring, Engage (Term 3 2019/2020) Joint working with SENDCo to plan provision for SEMH students. Plan and implement programme of timetabled Thrive sessions to develop pupils' social and emotional skills - September 2020 Provision Map PSPs or IEP for all SEMH students (Oct 2019) Termly review of impact of strategies deployed every 6 weeks (Terms 1-6) Particular focus and monitoring of vulnerable groups and students with multiple vulnerabilities. Provision Map PSPs for all Stage C/D students. Impact reviewed every term/6 weeks (Term 2 2019/2020)	30% Reduction in the numbers of pupils repeatedly sent to Ready to Learn (Term 2 2019/2020) Particular focus and monitoring of vulnerable groups and students with multiple vulnerabilities. 30% Reduction in the numbers of pupils repeatedly given Fixed Term Exclusions (Term 2 2019/2020) Decreasing trend over time reflecting impact of strategies with clear case studies to learn from (Mar Jun 2020)	Katharine Crocker / Justin Humphreys
2.3	Focus on excellent attendance to maximise impact from teaching and learning. Improve overall attendance to above 95% Reduce PA to below 12% Improve attendance for vulnerable	Embed systems of monitoring attendance using SOL Attendance Tracker (Oct 2019) Training for Attendance Office to improve effectiveness of interventions and monitoring (Nov 2019) HoH fortnightly attendance meetings with focus on intervention and impact (Sept 2019) Attendance standing item on agenda with each House having specific cohorts to focus intervention on. Collate cases studies to learn from success and failure of strategies deployed (Sept 2019) For CLA/PLAC cohort, individual attendance promoted, monitored and challenged through PEPP process.	Improved attendance compared with 2018/2019 Interim milestones for 2019/2020 academic year: Reduction in overall broken weeks (2019/2020) Reduction in broken weeks for vulnerable subgroups (2020/2021) Cumulative persistent absence below 13% in Year 10 (Term 6 2019/2020) Cumulative persistent absence below 13% in Year 10 (Term 5 2019/2020) Girls attendance improving, in line with boys, above 95% SEND overall attendance improving and above 92% Decline in SEND attendance over the academic year stymied when compared to 2018/2019	Katharine Crocker / Justin Humphreys

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	cohorts including CLA/PLAC, FSM, BAFR, SEND		FSM attendance as a subgroup of PP cohort improving and above 92%	
2.4	A respectful and inclusive school ethos that is embraced by all members of the school community	Unstructured times are supervised by staff who intervene to maintain a safe, positive environment. Behaviour and Anti Bullying policy is reviewed in consultation with staff, students and their families. Staff deal with peer on peer abuse in a consistent way. Restorative justice approaches are used effectively to repair harm and allow the victim's voice to be heard. A clear and effective behaviour policy with efficient systems that support it. Consequences for unacceptable behaviour proportionate, effective and consistently applied by all staff.	Staff and students describe a calm and orderly school environment Staff and students feel safe (survey) Parents report their child feels safe (survey). Class charts data shows that bullying is rare, unacceptable, considered as a safeguarding issue and dealt with on the day it is reported. Reduction in RTL referrals during P1, P3 and P5 following unstructured time (Term 4 2019)	Katharine Crocker / Justin Humphreys

3. Personal Development | Katharine Crocker Alan Francis-Black Steve Colebourne

Aim		Actions	Success criteria (including date)	Monitoring/ Evaluation
3.1	Deliver a curriculum that accounts for the development of the whole pupil	Ensure that homework is being effectively used to drive progress in line with 3.3. Review the extra curricular offer in each term. Monitor attendance of all pupils including sub-groups at extracurricular events. Review the tutor programme to ensure effective use of all time including the new extended Friday tutor time. Develop a cultural capital entitlement for all students.	All pupils engage effectively with HW - June 2020 A schedule of extracurricular events is shared with all stakeholders for each term - Oct 2019 Attendance logs are kept for all extracurricular events - Oct 2019 Pupils from all backgrounds engage with extracurricular provision - June 2020 DDIs show that all tutor times are being used effectively to support academic progress and develop character - June 2020 PSHE provision meets all statutory requirements and supports pupils at key developmental points. Students complete audit of cultural capital entitlement - June 2020 Students from all backgrounds can check 80% of the cultural capital entitlement by the end of year 11 - June 2021	Alan Francis-Black / Justin Humphreys
3.2	Design high quality, evidence-based and age-appropriate SRE curriculum that embraces the challenges of creating a happy and successful adult life	Review the 2019/2020 provision of PSHE in all year groups to include education about wellbeing, health and self-efficacy. (Term 3 2019/2020) Review impact with QA and student feedback (Term 2 2019/2020) Signpost how and when to ask for help, and to know where to access support. Prepare pupils for the opportunities, responsibilities and experiences of adult life. Promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in society.	2020/2021 curriculum planned in line with statutory guidelines. (Term 3 2020) Pupils put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.	Alan Francis-Black / Justin Humphreys
3.3	Create and establish a refined tutorial program to develop character and our values	Review character based tutorial programme and implement a revised tutorial programme across 7-11 (Term 2) Complete DDIs to monitor and improve the delivery of the tutorial programme (Terms 1-6) Review content and implementation of PSHE including coverage of Fundamental British Values (FBV) (Terms 1 and 2)	New tutorial programme implemented in full (Term 2 2019/2020) Positive reports in quality assurance reports/DDIs	Katharine Crocker / Justin Humphreys
3.4	Our values of equality and acceptance are embraced across our community	Review the views of our community on these values Create a thread throughout each term to educate and remind our community as part of 'developing our cultural competence' Engage student leadership within each house to lead a project Develop our cultural competence work to create opportunities throughout the calendar	Class charts shows hate bullying incidents are rare and declining. Case studies highlight positive feedback from rare incidents reported from those affected including parents/carers	Katharine Crocker / Justin Humphreys
3.5	Continue to develop the careers provision for	SC to complete Careers Leader Training (Terms 1-6 2019/20) Work with PSHE team to ensure careers education is delivered through PSHE curriculum (Term 2)	Faculty careers displays visible (Term 3/4) Careers 'zone' established (Term 4) Careers display "Future Engineer" created (Term 2)	Steve Colebourne / Justin

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	students, working towards, and beyond, the Gatsby Benchmarks.	Establish clear guidance on the role of faculties in careers education. (Term 2) Source a bank of subject specific careers education resources to share with HoFs as a starting point. (Term 2) Create a prominent careers space designed and realised within the school. (Term 4) Implement tracking system to monitor careers provision of each child and to enable personalisation of careers education. (Term 5/6)	St Kath's Destinations Board created (Term 1) Careers in faculties evident through schemes of work, DDIs, student voice. Careers strategy ratified by governors (2019/20)	Humphreys
3.6	Student leadership / voice	Students taking leadership roles within the House System that leads to the ongoing development of the House System and provides student voice opportunities.	Representation as House captains, tutor reps and sports captain (Term 1 2019/2020)	Steve Colebourne/ Justin Humphreys

4. Sixth Form/16-19 Study Programmes | Steve Colebourne

Aim		Actions	Success criteria (including date)	Monitoring/ Evaluation
4.1a	Improve students' attitude towards their learning,...	Give the students ownership of their spaces - refresh decor, art work, display boards (From Sept 2019) Embed use of ClassCharts across sixth form teaching staff to recognise success, raise concerns and track homework. (From Sept 2019). Regularly monitor use and hold staff to account. Establish 'Sixth Form' report system to hold students to account when they fail to meet expectations (From Sept 2019) Embed key messages in all communications - remind students why we are here (Ongoing).	Student voice - students report positive attitudes. (Dec 2019) Number of students on report is reducing (March 2020) ClassCharts positives and negatives and homework recorded consistently from every sixth form teacher. (March 2020) Walk-through of sixth form block show visible change in culture and climate	Steve Colebourne / Justin Humphreys
4.1b	...including attendance and punctuality	Appoint a sixth form attendance officer to track, monitor and intervene when students attendance and punctuality falls below expectations (Sept 2019). Induct sixth form attendance officer to ensure accurate and robust recording of attendance across post-16 sessions and lessons. Embed regular contact with parents at the centre of attendance routines, using text, phone and email to inform parents of any absence and missed lessons (Term 2). Add attendance rates, with breakdown by subject, to new progress check format (Term 1) Celebrate attendance publically - create an attendance board with tutor groups / individuals being recognised.	Attendance and punctuality improving over time Attendance target 95% by Term 4 Attendance board visible in sixth form block (Term 1) Improved student attitudes evidenced in data and survey responses (Term 4)	Steve Colebourne / Justin Humphreys
4.2	Improve provision for developing students for life, work and further study.	Launch new PSHCE Framework (Sept 2019/20) Launch use of 'Student Record' sheets for students to document their completion of success in and outside the classroom. (Term 2/3 2019/20) Conduct student voice on PSHCE provision to refine delivery to meet students needs (Term 1 2019/20) Promote the value of high quality work experience placements and support students to secure them (Term 1/2 2019/20) Set up 'Oxbridge applicants' electives slot - weekly programme to support students prepare for application and interview. (Term 1 2019/20)	Students evidencing extra/super curricular pursuits on a log, and can talk about what they do when asked. (Term 3 2019/20) Record of student voice session and following actions (Term 1 2019/20) Participation in high quality work experience placements is at least 50% of cohort (Term 6 2019/20) At least one student securing offer from Oxbridge university (Term 3 2019/20)	Steve Colebourne / Justin Humphreys
4.3	Raise the profile of sixth form students across the school	Establish Sixth Form Reading Mentor programme (Sept 2019) Develop 'Giving Back' programme - all faculties to offer Giving Back opportunities. (Dec 2019) Develop extra curricular offer to include opportunities to run/be a part of clubs for main school students. (Sept 2019) Create links between sixth form and house leaders - for example, joint house assemblies.	10 students regularly acting as reading mentors (Dec 2020) 50% of students regularly 'Giving Back' (Mar 2020) Establish at least one student led society/club that involves main school students (Jan 2020) Sixth form students deliver house assemblies (March 2020)	Steve Colebourne / Justin Humphreys
4.4	Secure enrolments to support the ongoing sustainability of the sixth form	Scope viability of a Level 2 curriculum offer within the sixth form (Sept 2019) Identify target students early and engage their families in the process (Sept 2019) Delivery post-16 options assembly (Oct 2019) Sixth Form Open Evening (Nov 2019) Programme of one - to - one course consultation meetings with all applicants (Jan 2020) Step into Sixth Form Day (June 2020)	Secure 60 students in Sept 2020 intake Revised curriculum offer in place Nov 2020	Steve Colebourne / Justin Humphreys

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		Implement induction activities for new cohort, bespoke for L2 students (Sept 2020)		
4.5	Embed new routines to monitor teaching and learning across the sixth form.	Develop and agree key ingredients of post-16 teaching (Sept 2019) Share key ingredients with HoFs (Oct 2019) Agree timeline of learning walks, including joint learning walks, to monitor the quality of teaching and learning across the sixth form - monitor presence of key ingredients. (Oct 2019)	80% of sixth form teachers are consistently delivering key ingredients (March 2020)	Steve Colebourne / Justin Humphreys

5. Leadership and Management | Justin Humphreys

Aim		Actions	Success criteria (including date)	Monitoring/ Evaluation
5.1	Ensure readiness for Ofsted visit in 2020	Confirm and communicate 'Ofsted Ready' plan with all stakeholders Review Self Evaluation (Dec 2019) Undertake Ofsted style review at senior and middle leadership level to assess the level of readiness (Dec 2019) Train and support staff, middle leaders, senior leaders and governors (Sept - March 2020) Secure support of School Improvement Partner (SIP) with Ofsted experience (Oct 2020)	Achieve Good Rating (May 2020) Positive feedback from all staff and governors (May 2020) Complete confidence across SLT and middle leadership (Mar 2020) Feedback recognising strength in leadership (Dec 2019) Improvement priorities and our journey recognised (May 2020)	William Harding / Neil Blundell
5.2	Establish effective partnership work across trust schools and NSTA to harness expertise	Collaborate with careers, post 16, SEND support and HPA provision (Apr 2020) Carry out deep dives into identified areas as part of annual self evaluation (Dec 2019, Apr 2020)	Improving provision evidenced through positive stakeholder experience feedback and improved outcomes where relevant (Dec Apr Jun 2020)	William Harding / Neil Blundell
5.3	Review and implement a sustainable and effective quality assurance model that helps leaders grow	Establish a sustainable and routine quality assurance model across key areas; quality of teaching and learning i.e. lessons, work scrutinies; quality of tutoring i.e. tutor time, preparation of students, delivery of tutor time including PSHE programme) (Oct 2019) Support and training for middle and senior leaders (Oct 2019) Implement two year rotating programme of internal/external deep dives throughout areas of the school (Oct 2019)	Feedback from internal/external deep dives/reviews reflects high standards across lessons and tutor time (Dec Apr Jun 2020) Confident and empowered middle leaders (Jan 2020) Highlighted in Ofsted report (May 2020)	William Harding / Neil Blundell
5.4	Prepare for continued growth of student numbers	Carry out a site capacity audit (Dec 2019) Recruit new marketing employee (Sept 2019) Establish strategy for 2019/20 recruitment for September 2020 intake for 7-11 and sixth form (Sept 2020) Work with trust colleagues on plan to accommodate full student numbers by 2022 (APR 2020)	Secure sufficient high quality classrooms to meet demand based on full PAN in 2022 Meeting PAN in 2021 (Mar 2020) Secure PAN and 100+ in Sixth Form for September 2020	William Harding / Neil Blundell
5.5	Governance	Implement training programme for all governors (Sept 2019) Implement termly visits with SLT links members (Sept 2019) Create strategic plan with governors Confirm senior leadership structure for September 2020	Successful and positive reference in Ofsted reports (May 2020) Confident and informed governors with improved knowledge in audit (May 2020)	William Harding / Neil Blundell
5.6	Actively tackle workload and wellbeing agendas	Work proactively with school representatives from People Strategy Group and recommendations. Agree and implement changes (Nov Mar Jun 2019/20) Promote and embed wellbeing throughout the year in briefings and meetings at all levels	Annual staff survey reflects a positive impact of changes made (Jan 2020) 'First choice' employer for staff (Jul 2020) Reducing rates of absence (Jan Jun 2020)	William Harding / Neil Blundell

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Key Performance Indicators

Targets for 2020

KS4	ALL	other	Disadvantaged	SEND	male	female
P8	+0.10	+0.20	+0.10	0.00	+0.10	+0.10
A8	49.0	51.0	45.0	40.0	49.00	49.0
basics						
% achieving Ebacc at grade 5 or above	17	21	7	4	17	17

A Level	All	other	Disadvantaged	male	female
A*-A	28	29.2	0	48.4	13.6
A*-B	61	61.1	66.7	74.2	52.3
A*-C	91	90.3	100	90.3	90.9
A*-E	100	100	100	100	100
Value Added	0.26	-	0.34	-	-

School Attendance	All	other	PP
Overall absence (sessions missed)	6.1%		
Persistent absence	16.4		

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Teaching and Learning Development Strand 1: to engage all staff in developing and improving their practice with an absolute commitment to deliver great teaching				
	What we will achieve	Lead	Review dates	Monitored by
1.1	Build a culture of personal responsibility for classroom practice (subject knowledge and pedagogy).	Michelle Cave	Nov 2017 Feb 2018 Jun 2018	Justin Humphreys
1.2	Develop educational research opportunities and build a culture of sharing best practice .	Michelle Cave	Feb 2018 Apr 2018 Jun 2018	Justin Humphreys
1.3	Deliver a robust CPL offer throughout the year, utilising both internal and external expertise through our partner schools and MAT schools.	Michelle Cave	Feb 2018 Apr 2018 Jun 2018	Justin Humphreys /Governors
1.4	Create a community of Google Educators to work together to develop the use of emerging technology to drive great teaching.	Alan Francis	Dec 2017 Mar 2018 Jun 2018	Justin Humphreys /Governors
1.5	Embed our marking and feedback policy consistently to accelerate student learning and progress.	Michelle Cave	Jan 2018 Mar 2018	Justin Humphreys
1.6	Develop a range of teaching strategies which enable students to retain and retrieve subject knowledge effectively for assessments.	Michelle Cave	Nov 2017 Apr 2018 Jun 2018	Justin Humphreys
Success criteria • The engagement and successful completion of CPL booklets in changing practice. • In any given observation cycle, no lesson causes concern/is deficient in any of our Teaching and Learning Essentials Tube Map. • The school's overall performance in 2018 will be above the national average returning a positive Progress 8 score at Key Stage 4 and positive residuals across both academic and vocational pathways at Key Stage 5. • Eliminate the gap between vulnerable groups, specifically middle ability boys, disadvantaged students and our most able, especially disadvantaged most able. • A more consistent student experience with reduced in-school variation.				
Evaluation / evidence • October/April lesson cycles and peer lesson observations. • Quality Assurance visits from trust members in terms 2,4 and 6. • Staff and student questionnaires. • Term 2 governors meeting 2018 and Appraisal Finance committee meeting.				

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Teaching and Learning Development Strand 2: engaging our community to provide the best support and structure our young people require to be successful				
	What we will achieve	Lead	Review dates	Monitored by
2.1	Engage all parents/carers to become active partners in our community.	Yusuf Ibrahim	Jan 2018 Mar 2018 Jun 2018	Justin Humphreys /Governors
2.2	All stakeholders for all year groups will understand what progress looks like at St Katherine's , how judgements about progress are made and how students will be supported to continue their progress.	Alan Francis	Mar 2018 Jun 2018	Justin Humphreys /Governors
2.3	Develop a pastoral programme that is based on 'great tutoring' , offering a rich range of opportunities to our young people, including a quality assurance model.	Hayden Southon	Jan 2018 Mar 2018 Jun 2018	Justin Humphreys /Governors
2.4	Review the effectiveness of our spending of pupil premium funding to ensure we close the gap between our disadvantaged group and other group.	Justin Humphreys	Jan 2018 Jun 2018	Governors
2.5	To implement practices that improve attendance rates of our persistent absentees and the disadvantaged group .	Hayden Southon	Jan 2018 Mar 2018 Jun 2018	Justin Humphreys /Governors
2.6	Engage students to become active in reflecting upon their learning to inform the quality of teaching and learning.	Michelle Cave Yusuf Ibrahim	Oct 2017 Feb 2018 Apr 2018	Justin Humphreys /Governors
Success criteria • Conduct parental surveys as per schedule. Host parental focus groups. Establish the St Katherine's Parent Association with double figure membership. • Positive responses from parents and students who are able to articulate their child's progress using the new GCSE grades 9-1. • Feedback from quality assurance process highlighting all factors of 'great tutoring'; summary of the broad and balanced tutoring programme. • Revised document to clearly communicate our priorities and spend of pupil premium income. • 96% attendance (94% PP) and persistent absence rates of 12% (15% PP). • Positive feedback from learners from all learning to learn sessions and full engagement from staff.				
Evaluation / evidence • Number of active members, turn out at meetings, minutes of meetings. • Dialogue with stakeholders and revised assessment and reporting format, faculty self evaluation documents from faculties. • New tutoring programme and great tutoring evidence through quality assurance reports. • Updated pupil premium document on website, end of year attendance and persistent absence figures including for the disadvantaged group.				

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Teaching and Learning Development Strand 3: establish an effective climate for learning to enable all learners to make rapid progress				
	What we will achieve	Lead	Review dates	Evaluated by
3.1	Develop a clear understanding of St. Katherine's Behaviour For Learning system ; establishing clarity, certainty and consistency, a common language, expectations for leaders and all staff.	Hayden Southon	Nov 2017 Feb 2018 May 2018	Justin Humphreys /governors
3.2	Embed the ' Common lesson and tutorial format ' to ensure that there is a consistent approach for learners in every lesson, every tutor period, every day.	Michelle Cave Hayden Southon	Nov 2017 Feb 2018 May 2018	Justin Humphreys /governors
3.3	Develop a CPD programme to focus on achieving a greater understanding of managing behaviour effectively through greater consistency , improved relationships and effective differentiation; with a focus on encouraging more positive behaviour across our whole school community .	Hayden Southon	Nov 2017 Feb 2018 May 2018	Justin Humphreys /governors
3.4	Develop systems and structures to promote student wellbeing with students feeling safe, happy and healthy .	Hayden Southon	Jan 2018 Mar 2018 Jun 2018	Justin Humphreys /governors
3.5	Develop SIMS platforms to provide fit for purpose attendance and behaviour data to enable leaders to better manage the climate for learning and make targeted interventions to secure sustained improvements in attendance and behaviour.	Hayden Southon	Jan 2018 Mar 2018 Jun 2018	Justin Humphreys /governors
Success criteria - Records of learning walks and lesson observations, staff and student surveys. - Learning walks and logs reflect consistent approach to lessons and tutor time. - New SIMs modules used effectively by relevant staff. - Reduction in the numbers of Fixed Term Exclusions particularly for our disadvantaged students, improvements in the number of rewards. - Improved student attendance and reduction in persistent absence, 96% attendance (94% PP) and persistent absence rates of 12% (15% PP). Reduction in the number of Fixed Term Exclusions particularly for disadvantaged learners. - Improved student and staff survey outcomes compared with 2016/17.				
Evaluation / evidence - Evaluation of positive and negative behaviour trends. - Staff and student surveys, behaviour data, appraisal records. - Student Conferences, Structured Conversations programme, student surveys, Student Focus Panel, Student Counsellor Report and records. - Mid Year appraisals, Head of Year coaching notes, Attendance Coordinator coaching notes.				

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Teaching and Learning Development Strand 4: to embed self evaluation in all aspects of our work to support self improvement				
	What we will achieve	Lead	Review dates	Evaluated by
4.1	Establish a culture of reflective practice amongst all members of the community at both classroom and leadership level, staff and students.	Michelle Cave Justin Humphreys	Nov 2017 Feb 2018 May 2018	Heads of Faculty /SLT
4.2	Embed regular and pre-planned evaluation within all faculty areas across the school.	Michelle Cave	Dec 2017 Mar 2018 Jun 2018	Justin Humphreys
4.3	Working closely with our students, understanding the needs of young people from the student perspective, ensuring that refinements are made based on the “you said, we did” model.	Yusuf Ibrahim	Dec 2017 Mar 2018 Jun 2018	Justin Humphreys
4.4	Data systems will support effective self evaluation work of all staff.	Alan Francis	Dec 2017 Mar 2018 Jun 2018	Justin Humphreys /Governors
Success criteria - Staff requesting developmental observations, feedback in their role including leadership. Students responding to incisive feedback to grow. Staff and students fully engaged in being the best they can possibly be. - In any given observation cycle, no lesson causes concern/is deficient in any elements of our Teaching and Learning Essentials Tube Map. - Implementing areas of improvement identified by the student body and communicating these improvements. Improving the student experience based on feedback from Student Conferences and Year Focus Panels and faculties embracing the feedback. - Staff are well trained in the use of a small number of data systems and know how to access the information that they need.				
Evaluation / evidence - Self Review and Continuing Professional Learning Booklet. - Faculty surveys and evidence of actions from faculties; evidence from whole school reviews/focuses. - Effective survey summaries with clear outcomes and decisions, shared with key stakeholders for actions. - Staff survey responses on data surveys.				

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Strategic Development Strand 1: implement a house system for September 2018					
	What we will achieve	Lead	Review dates	Monitored by	Evaluated by
S1.1	Work with all stakeholders to design and establish a pastoral house system for Years 7-11, building on the consultation and feedback from March 2017.	Hayden Southon	Dec 2017 Mar 2018 Jun 2018 Dec 2018	Hayden Southon	Justin Humphreys / SLT
S1.2	Develop the quality of tutoring across the school including an understanding of outstanding pastoral care, taking into account a new house system.	Hayden Southon	Jan 2018 Mar 2018 Jun 2018 Dec 2018	Hayden Southon	Justin Humphreys / SLT
Success criteria • All stakeholders support the house proposal and understand the benefits it will bring to St Katherine's School. • Positive engagement from the staff and student body in shaping the houses. • Positive survey outcomes from all stakeholders by March 2019.					
Evaluation / evidence • SLT meeting in Dec 17, Mar 18 and June 18 to evaluate steps taken to date. • December governors meeting, parent forums, sharing evaluation outcomes. • June FGB meeting, summary from student, staff and parent forums.					

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Strategic Development Strand 2: develop relationships and partnership work across trust schools to harness expertise					
	What we will achieve	Lead	Review dates	Monitored by	Evaluated by
S2.1	Develop a quality assurance model with partners within and outside of the MAT to provide support and challenge on our work ; classroom pedagogy, developing subject knowledge, faculty and pastoral leadership, leadership support, skills development, ways of working using ICT.	Justin Humphreys	Mar 2018 June 2018 Dec 2019	SLT /governors	IFT CEO
S2.2	To develop relationships with our local and feeder primary schools to improve the transition from Year 6 to Year 7 through a deeper understanding of the primary curriculum, especially in the core curriculum.	Justin Humphreys	Jan 2018 June 2018 Dec 2018	SLT /governors	IFT CEO
S2.3	Review IFT Service Level Agreement and align with school structure and priorities for maximum benefit for St Katherine's School; staff and learner outcomes and experiences.	Justin Humphreys	Jan 2018 Jun 2018 Mar 2019	SLT /governors	IFT CEO
S2.4	Work with the MAT to secure funding for essential site maintenance , in particular for English, science and PE.	Justin Humphreys	Mar 2018 Sep 2018	SLT /governors	IFT CEO
Success criteria - Increased outcomes for our learners (positive P8 score), effective and strong lesson observations throughout the year, more effective leadership and positive feedback from colleagues. - One member of each faculty to be more informed of the Year 5&6 curriculum with Year 7-9 schemes updated; accelerated progress of Year 7 students. - Efficient and effective alignment and communication in each service line. - Secured bid for all urgent site work to be completed by the end of 2018.					
Evaluation / evidence 2018 outcomes, lesson observation log, 360 degree feedback and parental survey feedback. - Evaluate in Term 6 at SLT with colleagues involved sharing steps taken as a result of feedback from work. - Feedback from IFT and St Katherine's colleague. - Bid submitted.					