



**INTRODUCTION TO SCHOOL IMPROVEMENT PLAN  
2021—2022**

This introduction to the School Improvement Plan (2021-2022) has taken as its starting point the Ofsted School Inspection handbook which should be read in this instance as an aid to school improvement. A copy of the document can be found here:

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook>.

As such this introduction uses the 4 key judgements as its starting point.

- The quality of education
- Behaviour and attitude
- Personal development
- Leadership and management

The introduction looks at key questions for school leaders and possible sources of evidence. More detailed information about all areas (that includes targets, costings and success criteria) are available by delving deeper into the School Improvement Plan.

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## Quality of Education

Key Question	Source of Evidence includes but is not restricted to .....
1. How good is the <u>curriculum</u> ? (Intent, Implementation and Impact).	<ul style="list-style-type: none"> <li>• Overall curriculum model</li> <li>• Alignment with National Curriculum</li> <li>• Remote education</li> <li>• Teacher Assessment points</li> </ul>
2. How good is the curriculum for the most <u>disadvantaged pupils</u> including SEND? (Intent, Implementation and Impact).	<ul style="list-style-type: none"> <li>• Overall curriculum model</li> <li>• Alignment with National Curriculum</li> <li>• Remote education</li> <li>• Teacher Assessment points</li> </ul>
3. How good is the <u>wider school's curriculum</u> ? "Knowledge and cultural capital".	<ul style="list-style-type: none"> <li>• Schools curriculum versus the national curriculum</li> <li>• Academic/vocational/life skills/collective worship/RSHE</li> <li>• EBacc and curriculum narrowing</li> <li>• Cultural capital</li> <li>• SMSC</li> </ul>
4. How do we monitor the <u>quality of education</u> at school? What does this tell us and how do we act on this information?	<ul style="list-style-type: none"> <li>• Noticeboards</li> <li>• Role of homework</li> <li>• Curriculum within subject areas</li> <li>• Discussions with subject leaders</li> <li>• Work scrutiny</li> </ul>
5. What are the school's <u>assessment</u> processes and how effective are they?	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Pupil &amp; parent voice</li> <li>• Ability to read</li> </ul>
6. Are pupils being adequately prepared to go into appropriate <u>high-quality destinations</u> ?	<ul style="list-style-type: none"> <li>• NS</li> <li>• Careers and Post 16. Gatsby benchmarks and NEET</li> </ul>

## Behaviour and Attitudes

Key Question	Source of Evidence includes but is not restricted to .....
1. Do we have a <u>safe, calm, orderly and positive</u> environment? Do we have a positive and respectful school culture in which staff know and care about pupils?	<ul style="list-style-type: none"> <li>• Observed school culture. Calm and orderly. Positive environment. Typicality</li> <li>• Child's motivation and positive attitude to learn</li> <li>• Behaviour for learning and as a teacher standard</li> </ul>
2. Is there a strong focus on <u>attendance</u> and <u>punctuality</u> ?	<ul style="list-style-type: none"> <li>• IDSR (exclusions/attendance)</li> <li>• Our comparison of data v national figures</li> </ul>
3. How well do we work with <u>pupils with particular needs</u> in order to improve their behaviour or attendance?	<ul style="list-style-type: none"> <li>• Pupil and other stakeholder views</li> <li>• Other measurables e.g. bullying, discrimination, peer on peer abuse ...</li> <li>• Specific pupils with challenging behaviours</li> <li>• Pupils offsite and relationships with offsite</li> </ul>

## Personal Development

Key Question	Source of Evidence includes but is not restricted to .....
1. How well do we provide for the <u>personal development</u> of all pupils?	<ul style="list-style-type: none"> <li>• Schools curriculum and culture. Everything we do</li> <li>• Duke of Edinburgh and all other extra curricular activities e.g. sports, arts, trips, spectrum etc ...</li> <li>• Whole Life Skills programme</li> <li>• Safety</li> <li>• Careers and Post 16. Gatsby benchmarks and NEET</li> <li>• Assembly programme</li> <li>• “most disadvantaged pupils consistently benefit from this excellent work”</li> </ul>
2. How effective is the school’s provision for <u>pupils’ spiritual, moral, social and cultural education</u> ?	<ul style="list-style-type: none"> <li>• SMSC (“.. a broad concept”)</li> </ul>
3. How effective is our teaching of <u>Relationships and Sex Education</u> ?	<ul style="list-style-type: none"> <li>• RSHE</li> </ul>

## Leadership and Management

Key Question	Source of Evidence includes but is not restricted to .....
1. Do leaders have <u>high expectations</u> for all pupils in the school? Does this include the harder to reach?	<ul style="list-style-type: none"> <li>• Investment in site</li> <li>• School culture</li> <li>• Everything</li> </ul>
2. Do we focus our attention on the <u>education</u> provided by school?	<ul style="list-style-type: none"> <li>• How are children doing against challenging targets?</li> <li>• What individuals and groups of children are not doing well. Importance of teacher assessment and work that comes from that</li> <li>• Leaders at <u>all</u> levels</li> </ul>
3. Is CPD aligned with the curriculum?	<ul style="list-style-type: none"> <li>• Audit of CPD. Strengths and areas of development</li> </ul>
4. Do leaders take into account <u>the work-load and well-being of staff</u> whilst also developing and strengthening the quality of the workforce?	<ul style="list-style-type: none"> <li>• Well being policy</li> <li>• Programme of activities</li> <li>• Role of AC and ST</li> <li>• Attendance figures</li> <li>• Exit interviews</li> </ul>
5. What is the impact of <u>governance</u> on the school?	<ul style="list-style-type: none"> <li>• Governor meetings</li> <li>• FG/RF</li> <li>• JR and governance meetings</li> <li>• Visits/Reports</li> <li>• Training</li> </ul>
6. <u>Is pupil premium</u> and <u>catch-up funding</u> being used effectively and having an impact on pupils?	<ul style="list-style-type: none"> <li>• Evaluation of PP and catch up funding</li> <li>• Teacher Assessment points</li> <li>• Saturday School</li> </ul>

## Leadership and Management

Key Question	Source of Evidence includes but is not restricted to .....
7. What is the evidence for <u>inclusion</u> and <u>off-rolling</u> ?	<ul style="list-style-type: none"><li>• Entry and exit of pupils to GA</li><li>• Attendance figures</li></ul>
8. Do we have a specific understanding of how the EIF is applied to the teaching of <u>mathematics</u> ?	<ul style="list-style-type: none"><li>• KJ and team</li></ul>
9. How are parents included in the child's education?	<ul style="list-style-type: none"><li>• Parent views</li><li>• Questionnaires</li><li>• Parents Forum</li><li>• Anecdotal</li></ul>

## Safeguarding

Key Question	Source of Evidence includes but is not restricted to .....
1. Does the school have a culture of safeguarding?	<ul style="list-style-type: none"><li>• Results/TA points analysis</li><li>• Attendance, punctuality, behaviour data etc ...</li><li>• Pupil Feedback</li><li>• Observation</li><li>• CPOMs</li><li>• Safer Recruitment</li><li>• SCR</li><li>• All safeguarding training</li><li>• Safeguarding incidents/allegations since last inspection</li><li>• PEPs/LAC/PLAC performance</li><li>• Bullying culture?</li><li>• Sexual harassment?</li><li>• Life Skills/LGBT</li></ul>