

## Priestnall School: 'Educating for Life'

### School Improvement Plan 2019 – 2020 (Amended Post – Ofsted October 2019)

Focus	Leadership and Management	Quality of Education	Personal Development	Behaviour and Attitudes
Strategic Objectives:	<p>Develop professional learning for all</p> <p>Implement coaching model</p> <p>Create new leadership opportunities within and beyond Priestnall School</p> <p>Further improve staff health and well being and reduce workload</p> <p>Develop a strategy for improving ICT across the school</p> <p>Shape governance</p>	<p>Enhance the quality and consistency of feedback</p> <p>Review and implement an appropriate and challenging curriculum for all, particularly those with SEND</p> <p>Enhance extra-curricular provision, particularly for disadvantaged students</p> <p>Further develop leadership opportunities for a greater number and range of students</p> <p>Further develop a whole school reading strategy that addresses the needs of disadvantaged pupils</p>	<p>Raise aspirations through improved careers provision for all year groups, particularly those who are disadvantaged</p> <p>Develop the role of Learning Co-ordinator as Academic Mentor</p> <p>Open a centre to support students' mental health and well-being</p> <p>Develop character education through strategic leadership of every aspect of personal development (SMSC; Citizenship etc.) and ensure that this is tracked effectively across the school</p>	<p>Ensure consistency of approach of the behaviour system to ensure high expectations for all</p> <p>Review of Study Centre</p> <p>Improve attendance, particularly for students who are disadvantaged or have SEND</p> <p>Educate, encourage and support students with safety in our community</p> <p>Improve social time</p>

## Leadership and Management

TARGETS AND AREAS FOR DEVELOPMENT	LEAD	EVIDENCE OF IMPACT	TIME FRAME
<p><b>Develop professional Learning for all:</b></p> <ul style="list-style-type: none"> <li>• Develop autonomy and professional learning for all staff through leadership training, line management and development opportunities including a staff training centre</li> <li>• Create pathways for leadership progression and succession planning</li> <li>• Develop appraisal system so that it focuses on development and progression</li> <li>• Strategic professional learning plan in place that focuses on the professional development of all staff linked to personal needs</li> <li>• Review support staff appraisal system so that it enables all staff to develop their skills and experience</li> </ul>	<p>Deputy Head / Raising Standards Team</p> <p>Business Mgr.</p>	<ul style="list-style-type: none"> <li>• Staff retention data</li> <li>• Staff promotions</li> <li>• Increase in number of staff completing national leadership programmes</li> <li>• CPD feedback</li> <li>• Pay scale progression</li> <li>• Student outcomes</li> <li>• Increased number of external speakers</li> </ul>	<p>January 2020 (Staff Training Centre in place by March 2020)</p> <p>January 2020</p> <p>January 2020</p> <p>February 2020</p> <p>April 2020</p>
<p><b>Implement Coaching Model:</b></p> <ul style="list-style-type: none"> <li>• Small group of staff trained as Learning Coaches</li> <li>• Staff coaching model piloted in Year 1 with a view to launching whole school 2020/21</li> </ul>	<p>Raising Standards Team (RST)</p>	<ul style="list-style-type: none"> <li>• Feedback from trained coaches</li> <li>• Strategic plan for whole school launch 2020/21</li> </ul>	<p>April 2020</p> <p>April 2020 (pilot begins)</p>
<p><b>Create new leadership opportunities within and beyond Priestnall School:</b></p> <ul style="list-style-type: none"> <li>• Become a partner in the Outstanding Leadership Pathways Programme, which includes the introduction of NPQML/SL programmes at Priestnall and the appointment of around 3 National Facilitators – Priestnall becomes the strategic lead</li> <li>• Raising Standards Team complete Outstanding Facilitator Programme with OLEVI International Ltd.</li> <li>• Provide intervention, support and training for other schools as the need arises</li> <li>• Provide an internal aspirant leaders programme</li> </ul>	<p>Head/Deputy</p> <p>RST</p> <p>Headteacher SLT Lead</p>	<ul style="list-style-type: none"> <li>• Official partnership secured</li> <li>• RST complete OFP with OLEVI and evaluate positively</li> <li>• Support provided to other schools enables individuals or key areas to improve</li> <li>• Aspirant Leader programme in place and evaluations are positive</li> </ul>	<p>December 2019</p> <p>November 2019</p> <p>November 2019 ++</p> <p>May 2020 following Facilitator Training</p>

<p><b>Further improve staff health and well-being and reduce workload:</b></p> <ul style="list-style-type: none"> <li>Working with support staff, review the current meeting schedule and timings of all events</li> <li>Establish a proactive staff well being group who meet regularly to review workload</li> </ul>	Assistant Head	<ul style="list-style-type: none"> <li>School calendar changes in place benefit all staff, evidenced through staff survey</li> </ul>	<p>May 2020</p> <p>January 2020</p>
<p><b>Shape SLT and Governance:</b></p> <ul style="list-style-type: none"> <li>Review SLT roles and responsibilities / extend SLT</li> <li>Continue to improve the information given to governors</li> <li>Remodel governing body meetings to make sure that: (1) Leaders at all levels are given robust challenge in relation to student progress; (2) governors are key in planning the strategic direction of the school</li> </ul>	Headteacher Headteacher / Chair of Govs.	<ul style="list-style-type: none"> <li>Revised SLT roles</li> <li>Governing Body minutes</li> <li>Governors involvement in making sure that the school adheres to the strategic plan</li> <li>Student outcomes</li> </ul>	<p>December 2019</p> <p>November 2019 ++</p> <p>November 2019 ++</p>
<p><b>Develop a strategy for improving ICT across the school:</b></p> <ul style="list-style-type: none"> <li>Develop a three-five-year plan for improving all aspects of ICT across the school</li> <li>Further develop FROG across the school so that it is an effective communication tool for all</li> <li>Develop a premises strategic plan for improving Priestnall School</li> <li>Create a fundraising strategy</li> </ul>	Business Mgr. SLT Lead Business Mgr. Business Mgr.	<ul style="list-style-type: none"> <li>Strategic plan for the development of ICT in place, including budget and grant applications</li> <li>Reduction in staff workload as a result of effective use of FROG</li> <li>Successful grant/bid applications</li> </ul>	<p>April 2020</p> <p>April 2020</p> <p>April 2020</p> <p>February 2020</p>

### Quality of Education

Targets and Areas for Development	Lead	Evidence of Impact	Time Frame
<p><b>Enhance the quality and consistency of feedback:</b></p> <ul style="list-style-type: none"> <li>Create opportunities for middle leaders to review the quality of feedback students receive (verbal and written) consistently and effectively in departments so that all students make rapid progress</li> <li>Work with middle leaders to ensure that sufficient opportunities</li> </ul>	<p>SLT Lead</p> <p>SLT Lead</p>	<ul style="list-style-type: none"> <li>Book reviews show a consistent approach</li> <li>Assessment data</li> <li>Student outcomes</li> <li>Schemes of learning</li> </ul>	<p>February 2020 review</p> <p>As above</p>

<ul style="list-style-type: none"> <li>are created for feedback within the curriculum</li> <li>Use trained coaches to share and refine practice as necessary</li> <li>Train middle leaders in the new Ofsted framework focusing specifically on the 'deep dive' (subject review) approach and triangulating of information</li> </ul>	SLT Lead School Improvement Adviser	<ul style="list-style-type: none"> <li>Coaching Logs (if appropriate)</li> <li>Middle leaders' evaluations show increased confidence in the 'deep dive' approach</li> </ul>	April 2020  February 2020
<p><b>Review the school's curriculum:</b></p> <ul style="list-style-type: none"> <li>Ensure that the curriculum meets the needs of all our learners in all subjects/years</li> <li>Middle Leaders to monitor implementation of the curriculum to ensure that it is enacted effectively within the classroom</li> <li>Ensure that there is an effective transition between Key Stage 2 and 3 and that the Key Stage 4 offer continues to meet the needs of our learners</li> <li>Evaluate pathways on offer for all students, particularly those with SEND, to ensure all students access a challenging and engaging curriculum</li> </ul> <ul style="list-style-type: none"> <li>Commission an external review of Pupil Premium</li> </ul>	SLT Lead  SLT Lead  SLT and Primary Transition Lead   Head	<ul style="list-style-type: none"> <li>Curriculum overview</li> <li>Schemes of Learning</li> <li>Evaluation from subject 'deep dives'</li> <li>Curriculum information shared on website</li> <li>Options process</li> </ul> <ul style="list-style-type: none"> <li>Curriculum offer challenges all; gaps between disadvantaged and non-disadvantaged closes</li> </ul> <ul style="list-style-type: none"> <li>Revised action plan for Pupil Premium</li> </ul>	April 2020  April 2020  June 2020 March 2020  February 2020 August 2020  January 2020
<p><b>Enhance extra-curricular provision:</b></p> <ul style="list-style-type: none"> <li>Every subject area to audit the current extra-curricular offer and how it meets the needs of all Priestnall learners and devise ways of promoting extra-curricular provision more effectively across the school (e.g. Fayre style approach)</li> <li>Track extra-curricular provision across the school to ensure that all learners are able to access extra-curricular activities that improves the quality of their education.</li> </ul>	SLT Lead	<ul style="list-style-type: none"> <li>Extra-curricular programme published to all stakeholders</li> <li>Tracking system in place</li> <li>Tracking system identifies number of students accessing extra provision</li> <li>A greater number of students access extra-curricular provision that</li> </ul>	March 2020   March 2020

		meets their needs	
<p>Further develop leadership opportunities for a greater number and range of students:</p> <ul style="list-style-type: none"> <li>Expand the number of opportunities for student leadership responsibilities across the school</li> <li>Student mentors in place and take on support roles in the new Support Centre (Well Being Ambassadors)</li> <li>Student Primary Leaders in place who offer teaching / support in key areas (e.g. sport, music, anti-bullying ambassadors; reading)</li> </ul>	SLT Lead	<ul style="list-style-type: none"> <li>Increased number of students take on leadership roles</li> <li>Student posts in place within the new centre, as appropriate</li> <li>Increase in the number of students working within our primary schools</li> <li>Student survey</li> </ul>	<p>February 2020</p> <p>March 2020</p> <p>April 2020</p>
<p>Further develop a whole school reading and Literacy strategy that addresses the needs of disadvantaged pupils</p> <ul style="list-style-type: none"> <li>Expose disadvantaged pupils to a range of texts across the curriculum</li> <li>Track the usage of pupils accessing the school library</li> <li>Literacy Strategy is built in to schemes of work and whole school development – strategy is clear to all</li> </ul>	SLT Lead	<ul style="list-style-type: none"> <li>Audit of books accessed across the curriculum</li> <li>Reading Logs</li> <li>Library analysis</li> </ul>	<p>February 2020</p> <p>April 2020</p> <p>June 2020</p>

### Personal Development

Targets and Areas for Development	Lead	Evidence of Impact	Time Frame
<p>Raise aspirations through improved careers provision for all year groups:</p> <ul style="list-style-type: none"> <li>Increase capacity and build a team to develop careers education within the curriculum</li> <li>Individually map bespoke careers provision for students from Year 7 to 11</li> <li>Evaluate the impact of careers provision</li> <li>Pilot work experience during activities week, as appropriate</li> </ul>	SLT Lead Careers	<ul style="list-style-type: none"> <li>Careers provision map</li> <li>Evaluation against Gatsby benchmarks and feedback</li> <li>Careers team structure and defined roles</li> <li>Evolve tracking of opportunities related to careers</li> <li>Individual logs of careers</li> </ul>	<p>June 2020</p> <p>June 2020</p> <p>June 2020</p> <p>July 2020</p>

		guidance and advice	
<p><b>Develop the role of Learning Co-ordinator as Academic Mentor:</b></p> <ul style="list-style-type: none"> <li>Enhance the academic review process specific to each year group to ensure that LC time is productive and that high expectations are maintained</li> <li>Ensure LCs take ownership of monitoring student uniform, behaviour, attendance, punctuality and progress</li> </ul>	<p>RST with DOS</p> <p>DOS</p>	<ul style="list-style-type: none"> <li>Tutor time and assembly programme</li> <li>Student, staff, parent/carer feedback</li> <li>Behaviour and LORICA data</li> <li>Attendance and punctuality data</li> </ul>	<p>February 2020</p> <p>January 2020 ++</p>
<p><b>Open a centre to support students' mental health and well-being:</b></p> <ul style="list-style-type: none"> <li>Open a fully staffed centre that supports the mental health and well being of all</li> <li>Ensure there is a programme that provides high levels of care, guidance and support</li> <li>Ensure there is an early intervention programme that responds to student need</li> </ul>	<p>Headteacher &amp; appropriate staff (when appointed)</p>	<ul style="list-style-type: none"> <li>Students' views are positive</li> <li>Students have 'round the clock' support and intervention</li> <li>Reduction in student exclusions</li> <li>Student survey</li> </ul>	<p>January 2020</p> <p>Review April 2020</p> <p>Review April 2020</p>
<p><b>Develop character education:</b></p> <ul style="list-style-type: none"> <li>Ensure there is strategic leadership of SMSC and rigorous tracking of this across the school to ensure coverage in all areas</li> <li>Ensure that LORICA is embedded into all areas of school life</li> <li>Provide training for staff at all levels across the school</li> <li>Explore school's values and how this links to developing character and ethos across the school</li> </ul>	<p>SLT Lead</p>	<ul style="list-style-type: none"> <li>Tracking system shows clear coverage and student voice/QA exercises demonstrate evidence of impact</li> <li>PiXL accreditation</li> <li>Rewards assemblies celebrate the achievement of all students (at least once per term)</li> </ul>	<p>April 2020</p> <p>April 2020</p> <p>January 2020 ++</p> <p>September 2020</p>

## Behaviour and Attitudes

Target and Area for Development	Lead	Evidence of Impact	Time Frame
<p>Ensure consistency of approach of behaviour system to ensure high expectations for all:</p> <ul style="list-style-type: none"> <li>Continue to develop our approach to behaviour for learning and LORICA. Ensure that a culture of high expectations is consistently embedded</li> <li>Ensure effective training and support for all staff to enable them to manage behaviour successfully</li> <li>Continue to develop alternative to fixed term exclusions through more effective use of the Study Centre, including restorative learning opportunities and successful reintegration to mainstream lessons. Explore further development of provision at Priestnall following a detailed review of the Study Centre.</li> <li>Early identification and intervention for students at risk of fixed term/permanent exclusion including working with parents and carers</li> <li>Continue to raise aspirations of the most excluded groups through extra-curricular provision and removal of barriers. Track and evaluate the success of these interventions.</li> </ul>	<p>SLT Lead DOS</p>	<ul style="list-style-type: none"> <li>Behaviour and LORICA data</li> <li>Staff CPD</li> <li>Exclusion Data – reduction in exclusions is evident</li> <li>Study Centre Room reports</li> <li>Feedback from stakeholders</li> <li>Evaluation of interventions</li> </ul>	<p>Behaviour Review and new plan implemented by April 2020</p> <p>Restorative Justice training July 2020</p> <p>December 2019 ++</p> <p>April 2020</p>
<p>Further improve attendance:</p> <ul style="list-style-type: none"> <li>Continue to engage parents and carers to raise aspirations and ensure that value is placed on the importance of good attendance, especially key groups of students</li> <li>Work with hard to reach families to remove barriers and reduce persistent absenteeism</li> </ul>	<p>SLT Lead DOS</p>	<ul style="list-style-type: none"> <li>Attendance and punctuality data, including census and termly reports to governors</li> <li>Parent/carer feedback</li> <li>PA figures</li> <li>Target of 96%+ achieved</li> </ul>	<p>April 2020</p> <p>April 2020</p>

<p><b>Educate, encourage and support students with safety in our community:</b></p> <ul style="list-style-type: none"> <li>• Engage parents and carers in ensuring that student safety in the community is prioritised through effective parenting, supported by school</li> <li>• Continue to educate students about staying safe in life (knife crime workshops etc.)</li> <li>• Develop a closer working relationship with police, including PCSOs</li> <li>• Continue to review safeguarding practice and procedures, including regular training for staff including implementation of new system (CPOMS)</li> </ul> <p><b>Improve social time:</b></p> <ul style="list-style-type: none"> <li>• Review the internal school day, particularly the organisation of lunchtime (e.g. investigate split lunch option).</li> <li>• Continue to recruit additional duty staff</li> <li>• Continue to review duty staff arrangements for lunchtime</li> </ul>	<p>SLT Lead DOS</p> <p>SLT Lead DOS</p>	<ul style="list-style-type: none"> <li>• Attendance at parent/care events</li> <li>• Assembly/PSE programme Evaluation and impact reports</li> <li>• Anonymised safeguarding data</li> <li>• Outcome of review a creates more effective lunchtime arrangements</li> <li>• Behaviour log / incidents at lunchtime</li> </ul>	<p>October 2019 ++  December 2019  June 2020   Working Group + Head begins January 2020; Consultation staff/students/parents by March 2020</p>
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This Post-Inspection Action Plan should be read in conjunction with the SEND Strategic Plan and the Pupil Premium Plan

A document outlining the school's progress will be produced at least termly

This plan will be reviewed every term with SLT and will be a standing item on the Full Governing Body Agenda.