

School Improvement Plan 2022-23

SIP Priority:	Personal Development, Behaviour and Attitude		
Personal Development Target:	To deliver an exceptional Personal Development curriculum, in which all pupils access a rich set of experiences beyond the classroom, to equip pupils with the knowledge and character they need to prosper as individuals and make a positive contribution to society.	Lead:	CN
Behaviour & Attitude Target:	To develop consistently impeccable behaviour and attitudes in all pupils , resulting in highly motivated, respectful, tolerant learners who feel valued and make a tangible contribution to the life of Golborne High School.	Lead:	AKB

<p>School Improvement Plan (SIP)</p>	Objective 1:		<p>To plan, deliver and assess a highly effective Personal Development curriculum from Year 7 to 11, including the statutory curricula for Citizenship, RSE (Relationships and Sex Education) and PSHE (Personal, Social, Health and Economic education).</p> <p><i>Delivery of PD curriculum through dedicated Y7 lesson time</i> <i>Creation of curriculum journey(s) for all strands of PD through KS3 & 4</i> <i>Use of a series of drop-down days to deliver PD in Y8 & 9</i> <i>Centralising assessment of the areas of PD that are delivered across subjects.</i> <i>Implement Critical Thinking Award (TBC) or an alternative as one strand of assessment</i></p>
	Lead:	CN	
	Impact Measures:	<p>1: Centralised assessment of the Citizenship National Curriculum (delivered across subjects) shows that 90% of pupils have good knowledge and understanding of what is shown on the curriculum journey.</p> <p>2: Centralised assessment of the RSE curriculum (including pupil voice) shows that 90% of pupils have good knowledge and understanding of what is shown on the curriculum journey.</p> <p>3: Centralised assessment of the PSHE curriculum (including pupil voice) shows that 90% of pupils have good knowledge and understanding of what is shown on the curriculum journey.</p> <p>4: Monitoring of behaviour incidents relating to peer-on-peer abuse (including sexist name-calling or harassment), racist bullying, shows a decrease in incidents from the academic year 2021-22 to 2022-23</p> <p>5: All recommendations from the December 2021 Curriculum Review are addressed in full. If a Section 5 Ofsted inspection takes place, positive feedback on PD contributes to an overall judgement of Outstanding.</p> <p>6: If Critical Thinking Award is implemented, 95% of Y10 pupils achieve the award by end of summer 2023 (TBC)</p>	
	Monitoring:	<ul style="list-style-type: none"> • Pupil voice outcomes • Centralised assessment tracker • SIMS and CPOMS behaviour logs • Work Scrutiny / observation feedback for PSHE lessons 	
	Costs:	<ul style="list-style-type: none"> • Examination entries for Critical Thinking Award – already applied for through RS/PSHE SIP 	
			SEF

Self-Evaluation Form (SEF)	April 2022	July 2022	September 2022	November 2022	February 2023
	<u>Current Position</u>				
	<u>Next Steps</u>				

	Objective 2:		<p>Behaviour and attitudes are exceptional with all pupils, including SEND pupils</p> <ul style="list-style-type: none"> • Update the current systems and policies for recording, rewarding and sanctioning behaviour in line with DfE guidance from September 2022. • Pupils, including pupils with SEND needs, behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. • Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils. • Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly-effective action to support them to succeed in their education. • Pupils actively get to lessons and school on time sensibly and respectfully. • Pupils respond to rewards and incentives and take ownership of them and value them
	Lead:	AKB	
	Impact Measures:		<p>1: Behaviour data will show a 50% reduction in out of lesson incidents broken down by groups.</p> <p>2: Behaviour data for SEND pupils shows in improving for all measures.</p> <p>3: Behaviour data will show a 50% reduction in low level disruption</p> <p>4: Achievement data will show a 20% increase</p> <p>5: Rewards will be issued at a ratio of %;1 for all children</p> <p>6: Reward data for SEND pupils is showing a positive and improving trend</p> <p>7: There will be no gap in rewards offered between disadvantaged and other</p> <p>8: Attendance data will show a 70% reduction in lateness to school and lessons</p> <p>9: Suspensions for all pupils will reduce to 0 and there will be no gap between SEND pupils, PP pupils and other pupils.</p> <p>10: Permanent Exclusions will reduce to 0 and there will be no gap between SEND pupils, PP pupils and other pupils.</p> <p>11: Internal isolation data will show a 20% reduction in pupils being put in there and there will be no gap between SEND and PP pupils with other pupils</p>

		12: The number of pupils on a behaviour report which show a declining trend and there will be a 0 gap between SEND, PP and other pupils.			
		13: There will be a zero gap between the SEND pupils and other pupils in accessing achievers trips.			
	Monitoring:	SEF Governor reports Pupil Voice Pupil reports Data trawls			
	Costs:	•			
Self-Evaluation Form (SEF)	SEF				
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School Improvement Plan (SIP)	Objective 3:		Develop a culture of pride and tolerance in which all pupils (including the disadvantaged and those with SEND) are invested in school and all groups participate in the wider curriculum to develop their talents and interests.		
	Lead:	AKB (CN)			
	Impact Measures:		<p>1: SOCS or alternative monitoring shows that 90% of pupils at KS3 and 75% at KS4 (including PP and SEND) regularly participate in the wider curriculum.</p> <p>2: Comparative termly pupil voice shows an increase to 90% of pupils who believe they go to a good school and are proud of the school they attend.</p> <p>3: Pupil voice demonstrates an understanding and tolerance of people from different cultures and religious backgrounds</p> <p>4: Pupil voice demonstrates that all pupils have an understanding and awareness of protected characteristics</p> <p>5: Pupil voice shows 100% tolerance of people that are part of the LGBTQI community</p> <p>6: All pupils that have a musical or sporting talent outside of school have the opportunity to utilise this within the school community</p> <p>7: Behaviour data indicates zero tolerance of any form of bullying</p> <p>8: 100% of the Gatsby benchmarks are met</p> <p>9: Pupil voice (including pupil voice of SEND pupils) indicates a clear understanding of Peer on Peer abuse and all pupils know how to report it</p> <p>10: the number if incidents of Peer on Peer abuse will fall by 50%</p>		
	Monitoring:		<ul style="list-style-type: none"> • Pupil voice surveys • Attendance data • Behaviour data • Reward data • SOCS data • HOH LM minutes • Behaviour and safety/Standards committee reports • Bullying statistics 		
Costs:		<ul style="list-style-type: none"> • Renewal of SOCS or an alternative system 			
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<p>School Improvement Plan (SIP)</p>	Objective 4:		<p>Barriers to learning are rapidly identified and intervention has striking impact on pupil well-being, mental health, achievement and resilience</p> <p><i>Identify pupils in need of intervention/ SEND support by tracking and monitoring data, responding to all referrals and implementing planned support as quickly as possible by taking intelligent, fair and highly effective action to support pupils to succeed in their education</i></p> <p><i>Before and after-school provision to focus on improving attitude to learning (especially homework, behaviour and organisation), led by intervention managers and monitored by Heads of Key Stage</i></p> <p><i>Progress sessions to remove academic barriers to address gaps in learning that have become a barrier to progress using clear entrance and exit criteria</i></p> <p><i>Use attendance data as a key measure of engagement in school life and to promote achievement/identify intervention for all vulnerable cohorts</i></p> <p><i>Transition strategy in place for identified year 7 starters and for all pupils embarking on a new key-stage (Ks3-4 and KS4-5)</i></p> <p><i>All colleagues involved with intervention, work coherently together to create a full team around the child and communicate effectively</i></p>
	Lead:	AKB (RHL, AST)	
	Impact Measures:		<p>1 100% of pupil passports are personalised for SEND learners, ensuring that recommendations are secure in all lessons</p> <p>2: 100% of pupils with identified needs that require access arrangements are in place in all year groups as their normal way of working</p> <p>3: Pupil voice indicates that 100% of pupils on the mental health register have access to support and data shows sustained improvement in all quantifiable areas</p> <p>4: Attendance data demonstrates that 100% pupils requiring academic support regularly attend progress sessions, homework clubs, tuition and before school sessions to remove barriers</p> <p>5: 100% of pupils requiring academic support reach the exit criteria between assessment points</p> <p>6: Data shows that attendance of cohorts of disadvantaged pupils (SEND/PP) is in line with their non-disadvantaged peers</p> <p>7: Data shows that achievement of cohorts of disadvantaged pupils (SEND/PP) is in line with their non-disadvantaged peers</p>
Monitoring:		<ul style="list-style-type: none"> • Minutes of all meetings • QA of all data including attendance and progress • LM meetings • Intervention team meeting minutes • Governors reports • Tracking spreadsheets • National, local and school data 	

		<ul style="list-style-type: none"> Lesson observations and book scrutiny samples 			
	Costs:	<ul style="list-style-type: none"> 			
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<i>School Improvement Plan (SIP)</i>	Objective 5:		Attendance (including gaps for PP/SEND)		
	Lead:	AKB (RHL)	Attendance and punctuality of all pupils is exemplary and there are no gaps between disadvantaged cohorts and their non-disadvantaged peers, or SEND pupils		
	Impact Measures:		<p>1 Whole school attendance remains above 97% for all groups</p> <p>2: The attendance gap is zero between SEND pupils, PP and other</p> <p>3: The PA gap is zero between SEND pupils, PP and other</p> <p>4: Pupils are punctual to school with no gap between cohorts of pupils</p> <p>5: Pupils are punctual to all lessons across all subjects with no gap between cohorts of pupils</p> <p>6: Attendance rewards for pupils are fairly distributed and there are zero gaps between SEND, PP and other pupils.</p> <p>7: Attendance data will show an upward and improving trend for the whole school but with a particular focus on EHCP and SEND K pupils</p>		
	Monitoring:		<ul style="list-style-type: none"> • Attendance and punctuality data • Intervention team meetings • LM minutes • HOH minutes • Governors reports • Pupil voice • Intervention records/tracking data • Rewards and sanctions data 		
	Costs:		•		
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