



Improvement Plan

2022-23

Summary of key priorities for rapid improvement

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT	LEADERSHIP AND MANAGEMENT	SIXTH FORM
QE1: Fully embed core routines to support effective classroom practice and wider school culture	BA1: Implementation of new behaviour policy to raise expectations in terms of behaviour/conduct and rewards / praise. Embed a Warm/Strict approach.	PD1: To ensure high quality delivery of taught PD across KS3, ensuring a coherent curriculum which complies with and goes beyond statutory requirements.	LM1: Redefine SLT roles and responsibilities to ensure strategic leadership of key areas	SF1: To further develop access to alternative pathways into university, apprenticeships and employment.
QE2: Ensure a culture of ongoing curriculum development, modified and informed by evidence based best practice and underpinned by excellent professional learning. The curriculum becomes knowledge rich and intelligently sequenced utilising cognitive science, so that students know more and remember more over time. Including collaborative planning of booklets – fully utilising resident subject experts and expertise	BA2: Introduction of the behaviour curriculum to codify what desirable behaviour looks like and create a culture of exceptionally good behaviour and positive relationships	PD2: Ensure the curriculum is well resourced by providing structured lesson plans, knowledge sheets, staff training, and weekly bulletins	LM2: SLT to model excellence and know what excellence looks like. All members of SLT are seen as being highly credible and effective leaders and role models, leading from the front and being highly visible at all times. SLT engage in professional candour and rigorously enforce academy standards and relentless consistencies	SF2: Increase the number of 1st choice internal applications and increase external applications
QE3: Develop a St Ivo T&L handbook which draws together Trust T&L framework and best practice, including use of MWB and visualisers, and facilitating effective modelling through ‘I, We, You’ Rosenshine Principles. Ensure that Quality First Teaching is embedded in every classroom with specific reference to removing barriers for SEND / PP and disadvantaged pupils	BA3: Embed fully the corridor framework. All teaching staff in corridors during transition time.	PD3: Build more opportunities for student and parent voice so they can articulate and respond to their child’s progression in personal development, ensuring that the curriculum responds to the needs of our students.	LM3: SLT to establish an open door policy for quality assurance drop ins: frequent ‘no stakes’ and ‘low stakes’ drop ins/Learning Walks with brief feedback, to help embed routines and expectations. Establishment of a culture of trust, based on continuous no stakes’ feedback loops to drive continuous improvement (alongside, using support plans	SF3: To ensure that Personal Development within the Sixth Form is consistent with provision further down the school and also addresses key age-appropriate issues.

maximising their potential. Teachers know their pupils and individual needs and how best to support them in the classroom			and formal capability procedures for staff that cannot or do not want to improve, in order to help build a future culture of trust)	
QE4: Review whole school T&L CPD to ensure the offer reflects best practice and Trust priorities (TLAC and WalkThrus). Develop bespoke CPD programmes and entitlement for key groups (e.g. ITT/ECTs /Middle Leaders/New or Developing staff)	BA4: Introduction of Praise Cards to promote positive choice making and recognise pupil success	PD4: Enhance student leadership opportunities. Eg. Establish an effective house council of student representatives, who play an instrumental role in key areas of the school.	LM4: Senior leaders must ensure robust monitoring of standards at all levels, ensuring the academy and the Trust's vision and values sit at the heart of all improvement work.	SF4: Raise attainment and progress of academic achievement. To increase the number of A/A* grades across subjects and students. Increase the average grade from C to B.
QE5: Enact QA processes to ensure high expectations for Quality of Education. (e.g. intensive coaching, and challenge).	BA5: Continued focus on promotion of rewards and community engagement	PD5: Undertake strategic planning and implement KS4 plan for September including structure and delivery model to mirror KS3 drop down days	LM5: Middle Leaders have clear expectations for staff around classroom performance, feedback & assessment, staff responsibilities and conduct, to ensure greater consistency in department / faculty areas	SF5: To increase the number of students gaining places at Russell Group universities.
QE6: Embed the Y11 raising standards framework and ensure Y11 RAP and effectiveness of RAG meeting facilitates a laser sharp programme of interventions in order to significantly improve GCSE outcomes in 2023	BA6: Promotion of TLAC and WalkThrus CPD to support behaviour and positive culture (Warm/Strict, Least Invasive Intervention, 100% RADAR ect)	PD6: Enhance extra-curricular and enrichment opportunities for all pupils. Remove potential barriers to participation. Explore electives model for implementation in September 23.	LM6: Develop Middle Leaders to be the Engine-Room of school improvement through revised expectations and robust QA	SF6: Review options for Sixth Form Leadership to secure the delivery of a clear strategic vision
QE7: Implement the fluency framework to support effective retrieval practice <ul style="list-style-type: none"> • Do Now • 100 Knowledge Tests • Knowledge is power quizzes 	BA7: Development of the House System to support rewards and student leadership opportunities		LM7: Continue to strengthen community engagement through parent voice and use of communications channels, including social media and listening sessions	
QE8: Review KS3 Assessments to develop an effective assessment policy.	BA8: Further develop a more inclusive and supportive environment for all students to		LM8: To ensure the curriculum model is in line with CLFP. Ensure a suitable and	

	celebrate their difference and individuality.		sustainable curriculum model is developed for Sept 23	
QE9: IP Sessions to be embedded within department practice. Model agenda and actions for HoDs. SLT Monitoring and QA to be effective. Develop use of a Curriculum / T&L Teams channel	BA9: QA quality of tutoring sessions to ensure greater consistency of experience for pupils. Develop Tutor time micro scripts		LM9: Develop a comprehensive model and framework for QA activities linked to the school calendar	
QE10: Review tutor reading sessions and develop best practice to ensure rigor and consistency	BA10: Behaviour intervention to run with a small group of Y11 pupils to improve their attitude and conduct during unstructured times		LM10: Undertake site improvement and enhance facilities. Reduce display clutter in corridors and classrooms and replace with new school signage and poster promoting values / expectations. Review the potential for toilet refurbishment and enhancement to student experience – e.g. picnic tables	
QE11: Review of HW and online learning (including access / barriers to technology)			LM11: Undertake Teach First Recruitment for Sept 23	
			LM12: Undertake a full staff survey to understand staff perceptions and areas for further improvement	
			LM13: Plan and undertake a LGC visit day to showcase current changes and enhance strategic oversight / governance.	