



School Improvement Plan

2017-18

- Whole School Priorities**
- A: Improve outcomes and the quality of education and cultural experiences for all students
 - B: Raise aspirations and improve the quality of students' work ethic in class and at home
 - C: Build positive and productive relationships with parents and school partners
 - D: Embed systems of critical review, evaluation and challenge related to strategic goals
 - E: Manage finances and both human and physical resources robustly to improve the line management and facilities and learning environment of the school

Ofsted September 2017 Improvement Priorities

1. Improve pupils' progress, by:

- 1.1 Identifying, especially in those subjects in which pupils do not do well, the main elements of weak knowledge in key stage 4 pupils' understanding.
- 1.2 Ensuring that the essential knowledge is identified and mastered at key stage 3.
- 1.3 Ensuring that teachers fully understand and teach to the requirements of the new GCSE specifications, particularly in mathematics.

2. Strengthen the effectiveness of teaching and learning, by:

- 2.1 Checking that all pupils, particularly the most able, do not do work that is too easy for them and, when necessary, that more challenging work is provided for those who are ready to move on across all ability groups.
- 2.2 Ensuring that teachers use appropriate subject-specific language.
- 2.3 Developing the style and variety of questions that teachers pose so they make pupils think hard and justify their answers.
- 2.4 Extending the sharing of successful teaching and learning that already exists in several subjects to all subjects.

3. To ensure that pupils are better prepared for the next stage of education, by enabling More pupils to take a broader range of subjects.

- 4. Improve the effectiveness of leadership, by ensuring that governors have a clear understanding of how to challenge leaders to improve the progress of pupils, especially that of disadvantaged pupils.**

- 5. An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.**

- 6. An external review of the school's use of the pupil premium funding should be undertaken In order to assess how this aspect of leadership and management may be improved.**

Aspirational Outcomes for September 2018

1.	Progress of GCSE students will be broadly in line with national averages, within range -0.25 to +0.25
2.	Attainment of GCSE students in individual subjects will be above the national average
3.	An increasing number of students will achieve 4+ and 5+ in English and maths
4.	The school's current 'coasting' label will be removed as 60% + will achieve 5 EM and progress will be at or above the national average in English and maths
5.	High attainers and disadvantaged students will make expected or better progress in all subjects
6.	Academic progress of year 13 students will be positive with an average grade within the range C- to C+; applied general progress will be broadly in line with national averages with average grade within range Distinction- to Distinction
7.	Retention of students from Y11 to Y12 will be within the range 50-55% and retention in 6 th form 94-97%
8.	New mini school leadership and management structure will begin to show a positive impact on the holistic care and academic achievements of students in lower, middle and upper schools
9.	The revised Alpha curriculum will positively impact on students' cultural experiences and challenged their higher order thinking and knowledge acquisition
10.	New pedagogies focusing on knowledge acquisition, recall and skill application will prepare students for success in new specification linear courses
11.	Attendance will be within the range 94-95% with an improved PA figure close to the national average
12.	New behaviour policy has embedded and shows a positive impact on reducing incidents of poor behaviour, improved attitudes amongst reluctant learners and a reduction in fixed term and permanent exclusions
13.	Relationships between school and home are improving and incidents of parental dissatisfaction reduce with specific reference to communication
14.	Raise students' academic aspirations. Celebrate exceptional achievements and instil a strong work ethic in all students with 100% moving on to positive destinations
15.	All lessons are good or better and exceptional staff are identified and deployed to develop good practice. All experienced staff are effectively deployed to support the practice and development of less experienced staff (both teaching and support staff) There will be a clear focus on providing more challenging work for pupils who are ready to move on across all ability groups.
16.	WGS will complete its transition into our chosen MAT and begin to cultivate effective working relationships with partner schools
17.	WGS students are socially aware, articulate and confident, grounded in strong ethical values and moral principles, emotionally resilient and encouraged to adopt a healthy lifestyle

How Improvements will be monitored and evaluated across the year

Quality Assurance, faculty and small school reviews
Teaching and learning observations and drop ins and focused learning walks with a clear focus on Ofsted improvement criteria.
Work scrutiny
Faculty moderation and quality assurance of data
Pedagogy reviews
Assessing the impact of CPD
Budget monitoring and external financial checks
Assessment cycle data, analysis and evaluation the impact of improvement strategies that follow
Outcomes of in- year external and school examinations
Evaluation of intervention, catch-up, mentoring and coaching programmes
Focused monitoring and strategy agreed at management boards: SLT, Academic Board, Student Progress Board, Pastoral and Safeguarding Boards, PGW management team meeting, Health and safety review board
Support and challenge from Governor committee meetings
Forums of various voices: student, staff, parents, governors, Trust Board and members, partners
Outcomes and validation of judgements from external reviews: Ofsted, Trust, DFE, commissioned reviews

Priority A: Improve outcomes and the quality of education and cultural experiences for all students

	Actions	Ofsted Ref.	Lead staff	Expected cost	Governor Monitoring*	SIP Review 1: outcomes at February 2018	SIP Review 2: outcomes at June-July 2018
1.	Secure GCSE, A level and vocational progress scores to above national performance in each subject with a positive or neutral residual	4.0	FCA/JMC/HOFs/RCR		Curriculum		
2.	Improve the progress of High Attainers by challenging teaching to the middle and moving them on to more difficult work.	2.1	FCA/JMC/JHR/HOFs		Curriculum		
3.	Secure NACE membership and begin to utilise and embed resources and strategies to support the learning of high attainers	2.1	REL	£300 pa	Curriculum		
4.	Develop and evaluate termly a distinctive Alpha curriculum	2.1	FCA/REL		Curriculum		
5.	Secure a strong correlation of grade 5+ in both English and maths	1.3	FCA/HOFs		Curriculum		
6.	Improve the co-ordination of the challenge to improve the progress of disadvantaged pupils through a robust PPG strategy to focus on improving outcomes.	4.0	FCA/JMC/KHA/HOFs CGB/DCGB		Curriculum		
7.	Review student progress board membership to encompass representation of senior and middle leaders of all key performance measures	4.0	FCA		Curriculum		
8.	Develop a range of pedagogies appropriate to supporting the teaching of the new requirements of linear exams to support students' knowledge recall and application of skills.	1.3	REL		Curriculum		
9.	Improve the use of subject specific language in all areas, building on existing best practice	2.2	FCA/JML/HoF		Curriculum		
10.	Challenge teachers to vary their type and difficulty of questioning and make pupils justify the answers they give	2.3	FCA/JML/HoF		Curriculum		

11.	Improve understanding and teaching of the requirements of the new maths specification	1.3	FCA/HoF Ma		Curriculum		
12.	Review and develop Y7 and 8 programmes of study to ensure strong progression from the primary curriculum, ensuring there is the opportunity to identify and master key knowledge in these years.	1.2	FCA/JMC/HOFs		Curriculum		
13.	Develop the range of pedagogy to support successful progress and outcomes in SEN teaching	2.1	DDU/REL/HOFs		Curriculum		
14.	Improve students' ability to engage with extended writing		CWE/JMC		Curriculum		
15.	Embed a culture of reading, literacy and oracy		CWE/JMC	£800	Curriculum		
16.	Develop and establish an expert speaker programme with all faculty areas engaging a guest speaker or presenter to inspire students' learning and development	3.0	JMC/HOFs	£1500	Curriculum		
17.	Review and evaluate the educational visits programme to ensure full curriculum coverage of enriching opportunities for students in all year groups	3.0	FCA		Curriculum		
18.	Commission an external review of the use of pupil premium funding	6.0	FCA		Curriculum		

Priority B: Raise aspirations and improve the quality of students' work ethic in class and at home

	Actions	Ofsted Ref.	Lead staff	Expected cost	Governors' Monitoring	SIP Review 1: outcomes at February 2018	SIP Review 2: outcomes at June-July 2018
1.	Continue with the new curriculum plan introduced in year 9 ensuring pupils are entered for GCSE Ebacc subjects and promote participation in the the academic A levels within the sixth form.	3.0	REL/RCR		Curriculum		
2.	Review and evaluate the current careers provision for Y7 to 13 creating a new and improved programme specific to each phase	3.0	AHTs & CFE	£10,000	Pastoral		

3.	Evaluate the first year of Show my Homework and develop and new and improved strategy to ensure homework plays a key role in students' learning and development of independence		JML/REL	£2000	Curriculum		
4.	Embed robust safeguarding and health and safety practices and record keeping within each small school		ERA/DSLs		Pastoral		
5.	Implement the new behaviour policy and its associated management systems		SLT/HOYs/ HOFs		Pastoral		
6.	Create and embed a culture of celebrating achievements and rewarding students who make rapid and sustained improvements	2.1	SLT/HOYs/ HOFs	£3000	Pastoral		
7.	Create and implement an independent study skills training programme for all GCSE and A level students	3.0	LWI/REL/ RCR/HOYs		Curriculum		
8.	Establish a formal assessment period for each year group with training for students in formal exams and review and evaluation of each period and outcomes	2.1	FCA	Invigilators	Curriculum		
9.	Develop curriculum enrichment opportunities for high attainers, alpha, gifted and talented subject cohorts via visits, speakers and external partnerships e.g LAMDA, Trinity Laban, Nuffield, CCCU, UCA, Greenwich, Business contacts etc	3.0	REL/JHR/HOFs		Curriculum		
10.	Raise students' consciousness of social issues, current affairs and democratic processes embedding at all opportunities our Walderslade Values		SLT/HOYs		Pastoral		
11.	Create and implement a strategy to improve attendance in each mini school to the target of 94-95%		AHTs/HOYs		Pastoral		
12.	Establish a visual Hall of Fame to celebrate past students' achievements and destinations		REL/DBO/ RCR	£500	Pastoral		

Priority C: Build positive and productive relationships with parents and school partners

Actions	Ofsted	Lead staff	Expected	Monitored	SIP Review 1:	SIP Review 2:
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		Ref.		cost	by Governors	outcomes at February 2018	outcomes at June-July 2018
1.	Create a strategy to continue and develop outreach to primary schools including those beyond the former Walderslade partnership		JMC	£3000	Curriculum		
2.	Develop a new admissions policy to increase PAN from 160 to 180 from September 2019		FCA		Pastoral		
3.	Identify and utilise opportunities to promote students' work in the community		JMC	£2000	Curriculum		
4.	Design a strategy to develop new external partnerships with local and national organisations e.g national theatre, public speaking, galleries				Curriculum		
5.	Develop bespoke opportunities for parents to engage with the school as students move through the phases of education e.g new to GCSE information events	3.0	AHTs		Pastoral		
6.	Ensure all parents are clear about procedures for contacting staff in the first port of call and how to escalate issues to the next level if necessary		FCA		Pastoral		
7.	Ensure all parental concerns and complaints are dealt with swiftly, consistently and brought to a satisfactory resolution within school		FCA/AHTs/ HOYs		Pastoral		
8.	Develop home school communication systems e.g small school bulletins and newsletters, use of online blog, web pages etc		AHTs/HOYs		Pastoral		
9.	Create and implement a strategy for improving retention of Year 11 into year 12		REL/RCR/ LDE		Pastoral		
10.	Develop mechanisms for improving the integration of 6 th form girls into the wider school		REL/RCR/ HOHs		Pastoral		

Priority D: Embed systems of critical review, evaluation and challenge related to strategic goals

	Actions	Ofsted Ref.	Lead staff	Expected cost	Governors' Monitoring	SIP Review 1: outcomes at February 2018	SIP Review 2: outcomes at June-July 2018
1.	Implement and evaluate the impact of the revised teaching and learning policy	1.1	REL/HOFs		Curriculum		
2.	Analyse teaching and learning data to ensure the strategic deployment of U2 and U3 staff supporting less experienced staff to improve practice	1.1 2.4	REL		Curriculum		
3.	Ensure that behaviour and attendance data is reviewed and strategically analysed to lead to improved outcomes on a termly basis		AHTs/HOYs		Pastoral		
4.	Strategically analyse assessment cycle data and identify, implement and evaluate the impact of intervention strategies to support underachieving students	1.1	FCA/JMC/ HOFs		Curriculum		
5.	Modify the new QA process with specific reference to the Ofsted areas of required improvement, utilising it as the main driver of teaching and learning improvement	1.1 2.4	FCA/JMC		Curriculum		
6.	Commission an external review of governance	5.0	FCA/CGB/DCGB		FGB		
7.	Review system of appraisal and improve staff reflection on strengths of practice and areas of job roles to be improved		FCA/REL		P&P		
8.	Prepare to lead and support staff through the TUPE process as the school prepares to join our chosen MAT		FCA		P&P		
9.	Establish regular meetings for professional associations and for union representatives to engage in formal dialogue with the leadership of the school		FCA		P&P		
10.	Conduct in consultation with teaching and support staff colleagues a review of CPD and desired priorities for the academic year		REL		P&P		
11.	Embed the process of middle leader self evaluation introducing pastoral SEFs		JMC/AHTs		Curriculum and Pastoral		

12.	Evaluate the effectiveness of the new reporting system in Y7 and 8		FCA		Curriculum		
13.	Evaluate the impact of the new assessment and marking policy		FCA/HOFs		Curriculum		
14.	Each faculty is assigned a link governor who will visit throughout the year engaging in learning walks and drop-ins, writing a brief report for each visit.	4.0	FCA/CGB/DCGB				
15.	Faculty link governors will attend elements of their faculty QA to include the final presentation of post QA actions.	4.0	FCA/CGB/DCGB				
16.	The progress of disadvantaged students is a standing agenda item on the governors curriculum committee.	4.0	FCA/CGB/DCGB				

Priority E: Manage finances and both human and physical resources robustly to improve the line management, facilities and learning environment within the school

	Actions	Ofsted Ref.	Lead staff	Expected cost	Governors' Monitoring	SIP Review 1: outcomes at February 2018	SIP Review 2: outcomes at June-July 2018
1.	Commission works for replacement boilers		FCA/DST	£70,000	F&R		
2.	Complete the refurbishment to the Wedgwood block windows		DST	Cif bid	F&R		
3.	Implement a new digital telephone system replacing the old analogue system currently still in use		BJ	£5,250 then monthly cost £360	F&R		
4.	Prepare the school community to move toward 100% cashless system		SDU		F&R		
5.	Plan and carry out a refurbishment and repair programme to the Dance Studio		CFE/DST/PSP	c£3,000	F&R		
6.	Plan and carry out a refurbishment and repair		JCH/DST/	c£3,000	F&R		

	programme to the PE changing facilities		PSP				
7.	Finalise whole school printing and reprographics cost saving strategy		SDU/BJ		F&R		
8.	Refurbish the Dalo area		DBO/DST/ PSP/ERA	£2000	F&R		
9.	Resource further leisure facilities and outdoor furniture for students in unstructured time		FCA/DST/ PSP	£2000	F&R		
10.	Investigate and correct subsidence in offices alongside PE corridor		DST/PSP	Tbc	F&R		
11.	Plan refurbishment of staffroom		TPO/TMA/DST	£1000	F&R		
12.	Progress next phase of carpet replacement		FCA/DST	Cif monies	F&R		
13.	Engage services of professional painters and decorators to begin a programme of phased decorating around the school		FCA/DST	Tbc	F&R		
14.	Progress all staff towards using the One Drive as the primary storage area for documentation and report sharing		BJ/LWI		F&R		

***Governor monitoring to include the relevant faculty link governor who will visit during the year and attend elements of the faculty QA.**

Key to Staff Codes

FCA:	Dr Fraser Campbell: Headteacher
JMC:	Mrs Jacqueline McLaughlin: Deputy Headteacher
REL:	Mr Rob Elphick: AHT Head of Upper School Y11-13
LWI:	Miss Lynn Wildey: AHT Head of Middle School Y9-10
ERA:	Ms Emma Ranson: AHT Head of Lower School Y7-8
KHA:	Mrs Kirsty Haythorpe: Leadership Associate - Director of Disadvantaged Student Funding
CFE	Mrs Caroline Ferguson: Leadership Associate - Director of Careers, WRL & Preparation for the Next

HOHs:	Heads of House
HOFs:	Heads of Faculty
HOYs:	Heads of Year
DST:	Mr Dean Stock: Site Manager
BJ:	Mr Bhavesh Jetha: ICT Network Manager
SDU:	Ms Sarah Duke: Bursar
DSLs:	Deputy Safeguarding Leads: Mrs Tracy Simm/ Mrs Colette Richards/ Ms Linda Haysman

	Steps
JHR	Dr Jo Harrison: Leadership Associate - Director of High Attainment and Student Progress
DDU:	Miss Danielle Dunlop: SENCO
RCR:	Mr Richard Cross: Head of 6 th Form
LDE:	Mrs Layla Devaney: Interim Head of Year 11
CWE:	Mrs Colleen Webber: HOF English
CGB	Chair Governing Body
DCGB	Deputy Chair Governing body

PSP:	Mr Paul Sparrow: Deputy Site Manager
CFE:	Mrs Caroline Ferguson: HOF Performing Arts/Dance
JCH:	Mrs Jackie Chapman: HOF Sport, Business, IT and Nutrition
TPO:	Miss Tracy Pocock: PA to the Headteacher/Personnel Officer
TMA:	Mrs Tina Maher: SIMS Manager