

## SCHOOL IMPROVEMENT PLAN 2023-2024

‘Willingdon Community School is committed to a rigorous cycle of improvement and all areas have strategic plans which are aligned with our school priorities. These include safeguarding, pastoral areas, as well as all subjects. Outlined however, are the 3 main priorities for this year. We are making these the ‘main thing’ and these priorities will be writ large in all other plans.’ (Mrs May, Headteacher)

Identification	Implementation	Impact
<b>AMBITION within our students, staff and community.</b>	Relentless focus on ambition through our teaching. Teaching to the top. Being ambitious with our choice of tiers for students and preparing them accordingly. Ensuring that no child is settling at any point and is having pride in all that they do.	August 2024, overall outcome indicators are strong - they are above national and local averages for all groups. Basics Match Five is 60%, Basics Match 4 is 80%. Attainment 8 is 52 and Progress is positive. The majority of subjects are in line with FFT5. Our PP gap is lower than -0.25 and SEND gap lower than -0.25. Our PP and SEND attendance are above 90% and persistent absenteeism below 15%. Computer Science and P.E. move from bottom 90% (tbc) performance to FFT20. The majority of subject areas are above national and local averages.
	To keep reviewing our curriculum to ensure we have breadth and challenge but that it remains appropriate to meet the needs of all our learners.	Our EBACC percentage continues to increase and remains above national average.
	Ensure students remain committed to school and adopt good habits in terms of attendance and punctuality.	Attendance remains above national average and persistent and severely absenteeism average below national average. We continue to improve on our three-year trend.
	Focusing on our higher ability through our learning mentor scheme and excellent teaching to achieve a greater number of 9s this year.	Ensure language used builds relationships with students and more students achieving higher grades. We want to return to 1/3 grades being above a Grade 7.

<p>Raising aspirations of our students, with particular focus on the disadvantaged and our top/mid top ability.</p>	<p>Careful strategic planning of raising aspiration events which do not come at a great cost to curriculum time.</p> <p>To ensure the Heads of Department are regularly reviewing their curriculum to make the purpose of learning clear through effective end points.</p>	<p>Over 50 per cent of our student body go on to study A level/Level 3 courses.</p> <p>There are no NEETS predicted for Years 10 and 11. All FE applications completed by 15<sup>th</sup> December 2023.</p> <p>Success with our new alternative provisions e.g. at ESCG and Plumpton courses. We hope to have 100% retention and that the relationships continue with the providers for the next academic year.</p> <p>Students can articulate clearly what they are doing and why they are doing it when talking about their learning.</p>
	<p>A more strategic overview and clear vision of the RSHE programme to challenge and stretch our students' thinking.</p> <p>A mentoring programme to be established for Year 11 matched to appropriate staff alongside the continued strengthening of our careers and CEIAG programme.</p>	<p>Monitoring, observations and pupil voice demonstrate that RSHE is delivered with rigour and expertise and that students perceive it to be worthwhile and relevant to their experience.</p> <p>We see a reduction in late applications to post sixteen. All are completed by January 2023.</p> <p>We see a reduction in online safety incidences compared to 2022/2023.</p>
	<p>Improve our focus by the pastoral staff on aspiration rather than behaviour. Conversations amongst all leaders should be focused around ambition and aspiration rather than behaviours shown.</p>	<p>The impact is our lower ability and disadvantaged students achieve more in line with our non disadvantaged. Our lower ability on average achieve a grade four across their subjects.</p>

	<p>Continue to strive to engage our most disengaged parents to ensure better support for the school and student outcomes.</p>	<p>Parent voice remains very positive - 90% recommending the school to other parents and other OFSTED parent view questions remaining above 90%.</p> <p>We aim to secure our SSAT Parent Engagement Award in response to our OFSTED target for improvement.</p>
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<p><b>TEACHING AND LEARNING</b>  <b>– Our focus on Progress Every Lesson</b></p> <p>To ensure greater consistency in the delivery of Teaching and Learning within departments and across the school to help drive outcomes above local and national averages.</p>	<p>A clear teaching and learning protocol developed and delivered regularly for all staff. Quality assurance ensures this takes place. The three key priorities under engagement are: Getting students talking, thinking hard, and involved through formative assessment.</p>	<p>Teachers follow the new flowchart for September in which they make initial contact regarding concerns early on. Data for 2024 shows an increase in progress and attainment.</p> <p>Walkthroughs and Lesson Observations detail that 90% of the staff body are evidencing the T and L protocols established together to drive better T and L. Student voice details those students feel engaged through these protocol and lessons at Willingdon.</p> <p>Quality assurance ensures that subsequently, the relevant CPD is put into place to support development.</p>
	<p>A focus on consistent DIRT across all departments.</p>	<p>This is evidenced in the books, through student voice and in our AP data.</p>
	<p>There is a clear, comprehensive and detailed programme of study for our ECT students which can be QAed by other team members.</p>	<p>Our ECTs transition to our Quality Assurance process and we are able to hold them to account by the school standards, not just the university process.</p> <p>We sustain 90% of our ECTS to Year 3.</p>
	<p>A greater focus on developing independent revision approaches and greater routines with homework.</p>	<p>Homework engagement increases and there is positive student voice from parents/carers and students. This is evidenced through 95% completion and a reduction in homework detentions from terms 1 and 2.</p>

	<p>Teachers and leaders need to have a better understanding of data to utilise more effectively to drive progress.</p> <p>Thorough assessment review and exam board question level analysis leads to greater accuracy in grade prediction.</p>	<p>Staff can use Assessment Points more productively to analyse expected performance, trends and any concerns with department delivery.</p> <p>Data shows Year 11 GCSE predictions are more accurate than 2023 when comparing with outcomes from 2024.</p>
<p><b>LITERACY - A clear focus on reading and oracy</b></p> <p>To ensure effective implementation of the whole school literacy strategy with effective Quality Assurance to identify progress and next steps.</p>	<p>Teaching and learning provide opportunities for talk-rich learning across the curriculum.</p>	<p>Walkthroughs and lesson observations demonstrate that 90% of lessons evidence opportunities for talk-rich learning and student voice demonstrates increased student confidence.</p> <p>Walkthroughs and lesson observations demonstrate that 90% of lessons evidence opportunities for talk-rich learning and student voice demonstrates increased student confidence.</p>
	<p>Targeted intervention systematically supports weaker readers to close the reading gap.</p>	<p>Reading age data demonstrates closing of the reading gap at KS3.</p> <p>Our basics match remains above local and national averages. Our English Lit and Lan are delivering positive progress scores. Lower ability accessing a Grade 4 on average in literacy based subjects.</p> <p>QLA evidences improved performance on literacy demanding questions compared to previous year or last Assessment Point.</p>

	QA of the literacy strategy is calendarised and reported back on with subsequent steps.	Literacy reviews are positive about the progress made. There is clear evidence of the impact from our SPP literacy focused review.
	Clear line management and vision for the staff with TLRs linked to literacy.	There is evidence via the PMR process of all TLR holders having positive impact and meeting targets set.
	<p>The re-design of our learning resource centre.</p> <p>Development of the reading lesson to ensure student voice is more positive and sees the value of reading.</p>	<p>Effectively tracked data shows increased usage and engagement with the library.</p> <p>Increased outcomes on National Literacy Trust annual reading survey and improved engagement data with #InMyShoes Project and other Reading for Pleasure initiatives.</p>