



St Katherine's School

School Continuous Improvement Plan 2019-21

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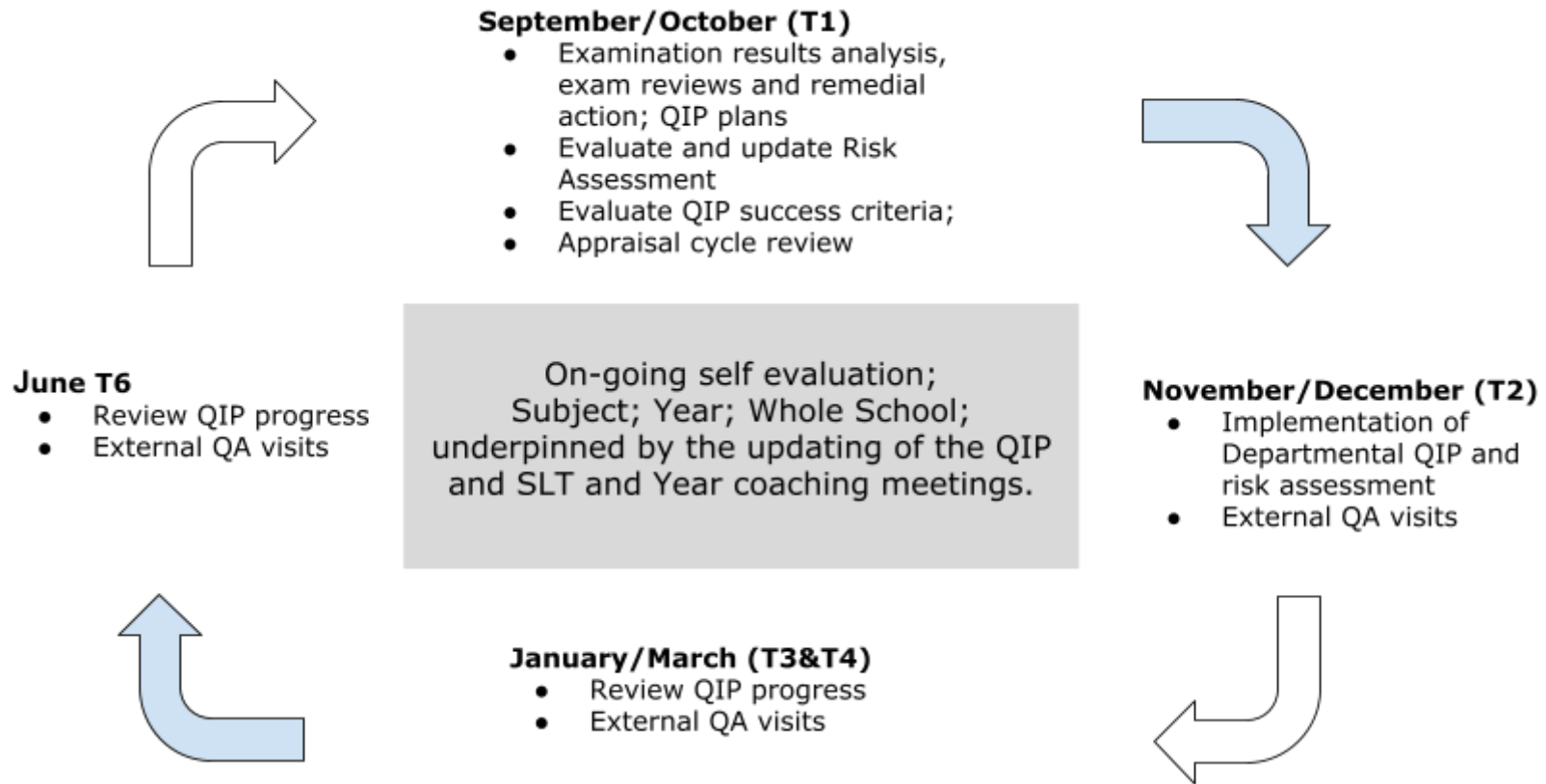
Governors High Level Summary

Area	Link governor	Key Strengths	Key areas to develop further
1 Quality of Education Teaching and Learning		<p>Improving the standard and consistency of teaching and learning</p> <p>Embedded retrieval practice across the school</p> <p>Improving trend of stretching high prior attainers</p> <p>Priorities based on strong evidence base - Rosenshine Principles</p>	<p>Consistency and narrowing the gap between less effective and more effective practice</p> <p>Consistent development of teaching & learning principles (questioning, feedback)</p> <p>Embedding of checking for understanding techniques</p> <p>Sustained improved practice including new staff</p> <p>Provision for SEND across all lessons</p>
1b Quality of Education Literacy		<p>Year 2 of literacy strategy - students reading every day</p> <p>Drop Everything And Read (DEAR) embedding with tutor reading</p> <p>KS3 students completing independent reading logs</p> <p>Library lessons to support access to high quality fiction</p> <p>Reading tests and scores communicated with parents to boost understanding and support for reading at school and home</p>	<p>Improving levels of literacy in books across key stages</p> <p>Consistency of literacy marking and vocabulary development</p> <p>Developing higher levels of metacognition in our students</p> <p>Development of students' written English</p> <p>Effective and time bound literacy interventions</p>
1c Quality of Education Curriculum		<p>Broad and balanced curriculum for our pupils</p> <p>Range of pathways to meet student needs</p> <p>Learning@home provision for whole year groups</p>	<p>Homework completion and student attitude/ownership towards</p> <p>Quality assurance of wider curriculum to monitor uptake of vulnerable groups</p> <p>Development of an ambitious & appropriate curriculum for all</p> <p>Development of valid assessment protocols</p> <p>EAL identification and provision</p>
2 Behaviour and Attitudes		<p>Climate for learning across the school is improving year on year.</p> <p>Bullying is dealt with swiftly and effectively</p> <p>Exclusions are reducing and are significantly below last year's levels.</p> <p>SEND and PP students are not over represented in FTE data.</p> <p>Pupils are safe in school.</p> <p>High level sanctions are used consistently and appropriately.</p> <p>Students are punctual</p>	<p>REPEAT Ready To Learn referrals including sub group analysis</p> <p>Disproportionate percentage of referrals for SEND and PP students</p> <p>Persistent absence particularly for PP group</p> <p>Improving overall attendance</p> <p>Attitude and ownership towards learning for some students</p> <p>Respectful conversations and relationships between students and staff</p> <p>The language of and consistent use of RTL</p> <p>Higher and consistent expectations of B4L across the school.</p>
3 Personal Development		<p>School promotes being responsible, respectful and resilient to students</p> <p>School prepares students for life beyond the school gates with a focus on our values, including British Values throughout the curriculum</p> <p>Our curriculum supports the development of the whole child beyond the academic/vocational curriculum</p>	<p>Deeper thread of careers and world or work through through our curriculum</p> <p>Personal, Social, Citizenship and Health Education (PSCHE) programme in new tutor model and links to citizenship</p> <p>Minority of students who do not share our values through their conduct, appreciation of diversity, respecting differences and protected characteristics in the world</p>
4 Sixth Form/16-19 Study Programmes		<p>Ambitious curriculum relevant to local and regional needs, tailored to student needs with vocational and academic pathways</p> <p>Growing sixth form</p> <p>Prepares students for future success in their chosen pathway with all students securing pathway</p>	<p>Outcomes based on 2019 - - residual 2019, + in 2018</p> <p>Attendance and punctuality</p> <p>Culture of the highest expectations in all aspects of sixth form life</p>

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<p>5 Leadership and Management</p>		<p>Clear and ambitious vision for high quality inclusive education for all students Strong shared values and practice Focus on improving pedagogy and subject knowledge Support for new staff and Newly Qualified Teachers (NQTs), Recently (RQTs) Leaders engage well with staff and address concerns raised in a proactive manner through People Strategy Group - focusing on staff wellbeing / putting people first across the trust Leaders protect staff and stand united Culture of safeguarding as a priority across the school's work</p>	<p>Greater engagement with parents/carers, particularly with regard to our more vulnerable groups Developing more effective ways of working with governors with emphasis on strategic development and priorities, link meetings with SLT, holding leaders to account for the quality of education and compliance with statutory obligations such as Equalities Act, website requirements, PREVENT strategy and training Building capacity and capability across leadership at SLT and middle leadership Staff training on Equalities Act 2010 Safeguarding training in each INSET alongside weekly 'drip feed' awareness raising</p>
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St Katherine's School | SELF EVALUATION CYCLE



QIP - Quality Improvement Plan
QA - Quality Assurance

Vision, Ethos and Values

Our Vision

We are the first choice school for families because we focus on the whole child, high levels of achievement, resilient attitudes, a healthy mind, body, spirit and individual character.

Our Ethos

Learning together, succeeding together, inspiring excellence

Our Values

St Katherine's is a community of growth, from the young people who learn here, their families, and the adults we employ. As we grow together, we express what we care about in our values. What we value can be seen in the attitudes to our work, the decisions we take and what we prioritise in our development plans. We value:

People

- keeping children, families and employees safe
- dedicated staff who care and nurture
- support and challenge in equal measure
- honesty, openness and trust
- professional integrity
- enthusiasm that welcomes change and growth
- celebrating achievement in all its forms
- inclusive education
- finding and developing the best in every child
- individuality
- empowering students to learn
- a diverse mix of students from a wide variety of primary schools and backgrounds
- acceptance and respect for people of all different backgrounds and beliefs

Community

- leadership by example, at every level
- a culture of teamwork
- healthy mind, body and spirit
- strong partnerships
- mutual respect between all our partners: students, families, teachers, governors, agencies
- engagement with the local, national and international communities
- good behaviour from all
- clear and effective communication
- the school as a resource for all
- students doing it for themselves
- democracy, individual liberty and responsibility

Excellence

- attainment and progress
- high quality teaching
- high expectations of everyone
- equal opportunities
- learning without limits
- creativity, flair and innovation
- always seeking to improve on previous best
- perseverance
- pride in our achievements
-celebrating the best in everyone

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1a. Quality of Education | Teaching and Learning | Kate Richards | Helen Argo Becky Sage Chrysta Garnett

<p style="text-align: center;">Issues</p> <p>1a.1 Embed T&L principles consistently across the school 1a.2 Embed a routine of retrieval practice in all classrooms 1a.3 Establish a culture of responsive teaching in all classrooms where questioning and feedback identifies and corrects misunderstandings. 1a.4 Create a routine in all classrooms that ensures teacher explanations and modelling enables all pupils to build upon prior learning 1a.5 Continue training on effective feedback so that feedback moves learning forward and feeds into planning 1a.6 Embed a more rigorous Quality Assurance process to include regular Development Drop Ins and student voice which feeds into whole school development actions</p>	<p>Success expected and Monitoring Timeline 2020/21</p> <p>RAG rated with relevant comment at each Term indicated below</p>
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RAG rating: Exploring Still in the planning phase/not started Progress Not yet fully in place Complete In place and working Sustained Embedded and effective

Aim	Actions/Activity to address the issue	Partner <small>(support from school/trust, seeking regional/national expertise)</small>	Timeline	Updates
1a.1	Introduce T&l principles (3 year plan) during Sept inset Monitor implementation of the principles through DDIs and faculty reflections Staff PDRs link to the T&L principles (retrieval & questioning) Implement on-going CPL for T&L principles T&L coaches trained with a long term view of implementing coaching across the school Individual support implemented for those staff not yet meeting expected standards Bank of best practice videos created and shared Faculty reviews elicit quality of T&L	BCCS Lead Pracs Subject experts from local schools	Term 1/2	The T&L principles have been introduced, with a clear 3 year plan in place. As of the first set of SLT DDIs, 9/48 teachers are questioning effectively.
			Term 3/4	Remote learning principles embedded during lockdown. With the nature of remote learning, this increased the focus on modelling & retrieval but decreased the focus on questioning. Expectations reiterated at the start of term 5. T&L principles evaluated and tweaked for 2021-22, to be introduced term 6 Two coaches are actively coaching. Long term coaching plan in place, training to take place term 6 Two x support in maths, one in hums and one in science. All have coaches/mentors in place Questioning clip banks created & shared. Plans in place to capture climate for learning best practice
			Term 5/6	
1a.2	Knowledge organisers designed in each faculty Knowledge organiser design and implementation to be quality assured through DDIs, curriculum reviews and stakeholder voice (Jun 2020) Plans and protocols developed for the effective use of knowledge organisers in lessons and home learning Monitor and embed best practice of retrieval practice at HOF meetings and on the DDI logs - Term 2-6	CCT links	Term 1/2	DDIs demonstrate that the vast majority of staff have successfully implemented retrieval practice. The focus now shifts to the effective implementation of knowledge organisers. This will be a focus later in the year.
			Term 3/4	Greater focus on the response to retrieval as a result of DDIs and remote learning.

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	All lessons have 5-10 minutes of retrieval practice (quizzing etc) reviewing vocabulary, formulae, events or previously learned concepts in order for recall to become automatic - Development Drop Ins (DDIs) conducted by HOFs which are quality assured termly by SLT - Term 1-6		Term 5/6	
1a.3	The Rosenshine Principles are shared and discussed with all teaching staff - Sept INSET 2019 DDIs conducted by HOFs which are quality assured termly by SLT Checking for understanding tools (mini whiteboards & show me desks) implemented and evaluated through DDIs and faculty reflections Introduce no-opt out, right is right and cold calling (Sept 20) Introduce stretch it (Jan 21) Monitor implementation of questioning through DDIs, student voice and faculty reflections. Aim: Term 3- 90% of staff use no-opt out and cold calling consistently, Term 5- 95% of staff use all 4 techniques consistently		Term 1/2	T&L principles introduced, with a focus on retrieval, questioning and feedback this year School wide questioning techniques introduced and monitored through DDIs- no opt out, cold calling and right is right
			Term 3/4	T&L principles to be assessed in terms 5 & 6
			Term 5/6	
1a.4	Early adopters identified to lead on the development and introduction of I,we, you modelling ready for Sep 2021 (Jan onwards) - lockdown impact (now term 6) Purchase visualisers for each classroom Provide top up CPL for those wishing to use visualisers Nov 20	CCT links	Term 1/2	Focus remains on the embedding of questioning. Once this is embedded further, we will begin to introduce modelling. Visualiser to be purchased when funding becomes available.
			Term 3/4	All teachers have access to visualisers. Early adopters identified
			Term 5/6	
1a.5	The Rosenshine Principles are shared and discussed with all teaching staff - Sept INSET 2019 A covid secure feedback policy to address the different expectations of marking and feedback within faculties is written and shared with all teams members Student voice elicits impact of teacher feedback Individual support in place for teachers where necessary		Term 1/2	Student voice suggests that feedback is not yet consistently moving students on in their learning. This will become a HoF focus this term
			Term 3/4	As a result of DDIs, four staff are currently receiving coaching support
			Term 5/6	
1a.6	Assessment schedule for whole school QA completed - July 2019 Bespoke faculty self evaluation schedules reviewed and updated - September 2019 Faculty profiles implemented and reviewed following each DDI DDIs conducted by HOFs which are quality assured termly by SLT Internal faculty review plan developed to evaluate the impact of T&L principles T&L Dashboard developed and reported at SLT meetings each term Evaluate the quality assurance work completed by SLT and HOFs - July 2021 to embed culture through 2021-2022	Trust partners External reviewers	Term 1/2	DDIs evaluate the T&L progress of faculties: 32/57 consistently delivering QFT. Support in place via faculty mentoring, trust SLEs & teacher support programme.
			Term 3/4	All faculties completed remote DDIs, with a focus on our remote learning principles. As a result, we know a greater focus on responsive teaching was required. This shaped our priorities on return- use of seating plans, questioning mini whiteboards, the assessment of and response to prerequisite knowledge & reteaching of fundamental principles whilst stretching all Long term coaching & Qa plan in place. Baseline to take place in term 6, trial use of developed principles in term 5
			Term 5/6	

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1b. Quality of Education | Literacy | Joanne Jefferson | Helen Argo Becky Sage Chrysta Garnett

<p style="text-align: center;">Issues</p> <p>1b.1 Develop a consistent whole school reading culture. 1b.2 Learning Resource Centre (LRC) provision to include inclusive inclusion support for PP and Catch Up students; to stretch and challenge (High Prior Attainers) HPA learners. 1b.3 Staff training to support the teaching of literacy across the school and enable middle leaders to develop Faculty Literacy Strategy 1b.4 Embed whole school SPAG marking policy. 1b.5 Implement clear lines of home-school communication.</p>	<p>Success expected and Monitoring Timeline 2020/21</p> <p>RAG rated with relevant comment at each Term indicated below</p>
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RAG rating: Exploring Still in the planning phase/not started Progress Not yet fully in place Complete In place and working Sustained Embedded and effective

Aim	Actions/Activity to address the issue	Partne r (support from school/trust, seeking regional/national expertise)	Timeline	Updates
1b.1	Flash Fiction Days to promote awareness of new books in our library and DEAR article of the week to support PSHE current affairs (Sept 2019) Tutors monitor their tutees' reading (Sept 2019) KS3&4 tutor reading in one AM registration - reading linked to PSHE curriculum, develop cultural capital and support FBV (Fundamental British Values) (Sept 2019) PAUSED DURING COVID CATCH UP House assemblies to promote and celebrate reading, including AR achievements (Sept 2019) Review impact of reading programme and DEAR (March 2019) CAN USE SEPT NGRT DATA FOR THIS Interventions implemented as a result of NGRT data Students to be retested using NGRT (dependent on original data) to inform impact and next steps Parental meetings begin with hard to reach families of students not completing Reading Logs		Term 1/2	Introduction of Reading Log system at KS3 - reading monitored by library teacher and tutor. Students complete their own logs to encourage core values. Scaled system of contact home to unpack barriers to reading. NGRT testing completed - use of this to inform literacy interventions
			Term 3/4	
			Term 5/6	
1b.2	Accelerated Reader programme in Year 7 and Year 8 supported by weekly library lessons Clear best practice proforma shared with all stakeholders (Sept 2019) Year 9 Reading Independent Learning Projects promote reading of ambitious		Term 1/2	All students in 7 and 8 STAR tested. Online borrowing, quizzing and access to e-library set up Monitoring borrowing figures Focus on stretching the top end - use NGRT data to identify cohorts to monitor. Eg. supporting dyslexic students with access to the e-Library/ audiobooks
			Term 3/4	

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	text and support focus on homework. (Ongoing) STAR checks implemented throughout the year to monitor impact		Term 5/6	
b.3	Literacy on agendas (Sept 2019) and is revisited in HoF meetings INSET Continuous Professional Learning (CPL) - clarify reading ethos and introduce DEAR Best Practice checklist (Sept 2019) INSET CPL session to demystify (New Group Ready Test) NGRT data and train staff in explicit strategies to teach vocabulary and inference (Sept 2019) INSET - Subject Development CPL - Time dedicated to active development of explicit teaching of inference - using questioning to probe students' understanding of texts - focus on skills used for tutor readers (Sept 2019) INSET CPL - faculties review and refine vocabulary and reading strategies. Opportunity to link this work to Action Research projects (Oct 2019) INSET - training on using 'because, but and so' sentence stems to enable teachers to get students to formulate independent, cogent, responses and enable teachers to check student understanding. Option to embed orally first or as a written task (January 2019) INSET - training on using apposition to expand noun phrases and consolidate learning. Option to embed orally first or as a written task (January 2020) INSET CPL. Developing subject specific writing strategies: HOFs to teach how to live model extended written responses in form and genre appropriate to their subject - training colleagues in metacognitive strategies. Review Action Research projects. (January 2020) Revisit vocab strategies with Hofs DDIs used to quality assure		Term 1/2	INSET Sept - age appropriate texts and questioning to develop reading skills INSET Nov - using NGRT data to shape teaching and learning - HOFs created subject specific implications docs. DDIs show age appropriate texts being used and questioning is tailored in Y7.
			Term 3/4	
			Term 5/6	
1b.4	September INSET. Adherence to Spelling, Punctuation And Grammar (SPAG) codes in line with Teacher Standards to be embedded in to faculty marking policies and be monitored in book looks Termly work scrutinies of key groups demonstrate whole school consistency and student engagement. (Term 1-6) SPAG marking reminders to be delivered (term 4) DDIs and student voice used to elicit consistency		Term 1/2	Focus paused due to Covid/ reading priority/ establishing new ways of working. Evaluation of No More Marking writing data in Year 7 - review of curriculum in Eng/Hums - how to improve writing.
			Term 3/4	
			Term 5/6	
1b.5	Explanation of St Kath's 5 point reading ability scale to accompany progress checks at KS3 including guidance on reading age expectations for parents. (Nov 2019) Develop communication with Band 4 readers at KS3 - working below age related expectations Letters with progress checks to offer support and tips. (Nov 2019) Band 5 readers at KS3 - Working well below age related expectations - SENDCo to send letter home and communicate provision and support options (Nov 2019) Stretch and Challenge reading lists for Years 9-11 promoted and set as homework in Year 9 and Year 10. (Ongoing) Band 4 and 5 readers in years 7 and 8 to complete NGRT test pre Progress checks in January, alongside Year 7 and 8 STAR tests, to monitor progress. (January 2020) Parental meetings arranged with vulnerable families Retesting using NGRT to assess impact of interventions		Term 1/2	NGRT Testing reports read by JJ and individual student targets identified. NGRT testing 7-11 - results communicated with staff, parents and students; results used to guide SEND provision and assign targeted intervention; close monitoring of PP group, esp HPA. Divide year group linked strategies to assign intervention. Screeners for SC and PC stanine discrepancy
			Term 3/4	
			Term 5/6	

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1c. Quality of Education | Curriculum | Kate Richards Alan Francis Black | Helen Argo Becky Sage Chrysta Garnett

Aim	Actions/Activity to address the issue	Partner <small>(support from school/trust, seeking regional/national expertise)</small>	Timeline	Updates
<p style="text-align: center;">Issues</p> <p>1c.1 Review St Katherine’s curriculum so that it effectively supports students returning from lockdown</p> <p>1c.2 Implement a coherent and effective learning@home approach</p> <p>1c.3 Review and refine assessment in all faculties and all years to ensure valid assessment supports learning and informs all stakeholders</p> <p>1c.4 Implement a homework calendar and ensure the reliable setting and submission of homework that supports the aims of our curriculum.</p> <p>1c.5 Review and refine reporting in all year groups to ensure clear communication of progress to parents/carers.</p> <p>1c.6 Intelligent use of data to inform T&L and interventions</p> <p>1c.7 Decolonising of the curriculum</p>		<p>Success expected and Monitoring Timeline 2020/21</p> <p>RAG rated with relevant comment at each Term indicated below</p>		
RAG rating: Exploring Still in the planning phase/not started Progress Not yet fully in place Complete In place and working Sustained Embedded and effective				
1c.1	<p>Agree whole school curriculum with SLT - June 2019</p> <p>Share and agree whole school curriculum with HoF - July 2019</p> <p>Creation of faculty curriculum presentations - July 2020</p> <p>Curriculum reviews planned and implemented -Feb 2021 onwards- put on hold due to lockdown</p> <p>Curriculum principles (2020-22) designed and shared with HoFs</p> <p>2020-21 development of background and intent aspects of curriculum principles.</p> <p>CPL delivered on the use of threshold concepts and prerequisite knowledge (Nov 20)</p> <p>Curriculum summary document to be designed and implemented by all faculties, with a focus this year on intent and background</p> <p>CPL for HoFs to ensure they are able to effectively articulate their curriculum</p> <p>Curriculum review questions threaded throughout line management</p> <p>Implementation of knowledge organisers to be agreed across faculties</p>	<p>BCCS Lead Pracs</p> <p>Trust drive groups (Core)</p>	<p>Term 1/2</p> <p>Term 3/4</p> <p>Term 5/6</p>	<p>Curriculum principles shared with HoFs. Faculties have begun to consider the prerequisite knowledge required for the big ideas/threshold concepts</p> <p>Curriculum review questions have been threaded through link meetings this year, further CPL to be implemented from term 3 to support HoFs</p> <p>Trust development work focused on the gift of the subject, the identification of key ideas that students must understand in year 11 & the mapping of threshold concepts to ensure students reach this point.</p> <p>KS4 subjects (bar one) have agreed to align at GCSE</p> <p>Whole school curriculum intent & journey evaluated and developed. This is to be shared with HoFs in term 6</p>
1.2	<p>Ensure students take their books home each day</p> <p>Design and share learning@home with all stakeholders</p> <p>Learning@home cascade in place</p> <p>Elicit parental feedback on the learning@home guide</p> <p>Staff CPL on the learning@home principles of delivery</p>		Term 1/2	<p>Students are now taking their books home and using these for home learning/ any period of isolation. The first learning@home periods have been successful. In year 10, 68% on average attended all lessons a day and 84% attended 4 of the 5 lessons a day. 31 students missed on average more than one lesson a day (11+), 16 of these were SEND, 11 PP.</p>

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	Monitor the quality of learning@home provided by each faculty		Term 3/4	DDIs based on learning@home principles completed. As a result, we know a greater focus on responsive teaching was required. This shaped our priorities on return- use of seating plans, questioning mini whiteboards, the assessment of and response to prerequisite knowledge & reteaching of fundamental principles whilst stretching all
			Term 5/6	
1c.3	All faculties to produce a clear outline of assessments that take place with each year group - Sept 2019 All faculties to show how assessments are used to inform judgements at each progress check - Jan 2020 Assessment guides added to school website to support the curriculum guides and progress maps - March 2020 Assessment lead to design principles of assessment Faculties begin to implement valid assessment which reliably assesses learning over time (Feb 2021)	Trust drive groups (Core) Trust assessment group	Term 1/2	This requires development moving forward to ensure assessment is valid and accurate across the faculties.
			Term 3/4	AHT & DHT CPL completed Assessment principles developed for Sept. Intro with HoFs completed ready for launch in term 6/1
			Term 5/6	
1c.4	Homework timetable implemented Review content and intent of homework with HoFs - July 2019 Collate faculty returns for homework setting and marking - Jan 2020 Parental communication to ensure all stakeholders are clear about the use of homework platforms Student and parental voice- what is the impact of homework? On-going analysis of homework submission, particularly for PP and SEND		Term 1/2	Homework timetable shared with staff and students. Platform guides shared with students, staff and parents Term 1 homework analysis suggests PP students submit less homework than their nPP peers. Student voice focus group to take place to unpick barriers.
			Term 3/4	Homework did not occur during learning@home
			Term 5/6	
1c.5	Draft reports for KS3 and KS4 are shared with HoFs/HoHs - July 2019 Guidance on reading and interpreting progress reports are prepared and feedback is sought from parents/carers - Sept 2019 New reports go home with feedback from parents - Oct 2019 KS3 Reporting system reviewed and developed for Sep 2021 Staff & parent voice informs KS3 reporting development	Trust assessment group	Term 1/2	Ethos indicators have been reviewed and are under development
			Term 3/4	KS3 progress reporting reviewed and developed for September.
			Term 5/6	
1c.6	Costed covid catch up strategy for interventions planned and shared with stakeholders NGRT, CATs, NGST and progress data informs year 7 and 11 interventions Time bound interventions are implemented and monitored, including the use of NTP tuition Covid catch up strategy reviewed frequently following assessments PP plan reviewed and adjusted EAL development plan written and shared with key stakeholders EAL learners are identified and provision for ongoing support and assessment is put in place EAL strategies designed and shared with teaching staff to be implemented effectively from Sep 21	NTP tuition	Term 1/2	Covid catch up plan in place with initial year 11 interventions starting and planned external Eng/Ma tuition for 30 PP/SEND crossover students in place. Year 7 numeracy and literacy interventions to begin after half term An initial assessment of the EAL provision in school has taken place, identifying areas for development in the identification of students alongside classroom strategies.
			Term 3/4	NTP tuition has continued but impact is not yet evident EAL numbers revisited and increased EAL plan in place, systems and staffing now being implemented KS3 literacy interventions in place- MFL Withdrawal: Y7- 29 students. 5 of these students have successfully completed the intervention Y8-9 students with a further 10 to start in term 5

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				1:1 reading/literacy intervention: Y7- 5 students Y8- 1 students Y9-2 students Lexia programme Y7- 30 students Y8-19 students Y9- 23 students
			Term 5/6	
1c.7	Decolonising embedded in curriculum principles Decolonising working group established, linked to PDR CPL provided for those in the decolonising of the curriculum working group Student voice informs curriculum development (April onwards) Decolonising development plan for each faculty developed for 2021-22	TG (BCCS)	Term 1/2	Curriculum principles have been designed to include the decolonising curriculum priority Identification of staff with a decolonising curriculum PDR linked goal. Trust CPL in place
			Term 3/4	Significant evaluation and development of History curriculum Decolonising curriculum- part of the on-going development. This will take place on a faculty by faculty basis and dependent on their priorities. CPL led by Trust Lead Practitioner
			Term 5/6	

2. Behaviour and Attitudes | Matt Maw | Glen Davies Carolynn Smallwood

<p style="text-align: center;">Issues</p> <p>2.1 Improve the consistent application of the Ready to Learn system across the school 2.2 Reduce the number of repeat referrals to Ready To Learn and repeat exclusions 2.3 Focus on excellent attendance to maximise impact from teaching and learning. Improve overall attendance to above 95%, Reduce PA to below 12%, Improve attendance for vulnerable cohorts including CLA/PLAC, FSM, BAFR, SEND 2.4 A respectful and inclusive school ethos that is embraced by all members of the school community 2.5 Safeguarding</p>	<p>Success expected and Monitoring Timeline 2020/21</p> <p>RAG rated with relevant comment at each Term indicated below</p>
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RAG rating: Exploring Still in the planning phase/not started Progress Not yet fully in place Complete In place and working Sustained Embedded and effective

Aim	Actions/Activity to address the issue	Partner (support from school/trust, seeking regional/natio	TlmeLine	Updates
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		nal expertise)		
2.1	<p>Faculty drop-ins to gauge consistency of approach with the language of RTL and expectations in the classroom. Anonymised staff voice to provide understanding of training needs in behaviour management and RTL. Whole staff reminders no the use of RTL on INSET days. Additional support for new staff and those directed to it in twilights. RTL referral reports produced weekly for DHT - focus on vulnerable groups.</p>		Term 1/2	RTL updated to limit the time spent out of class for students who have already missed significant parts of their education. Whole staff training delivered October 2020. Directed twilight October 2020.
			Term 3/4	
			Term 5/6	
2.2	<p>Introduce new behaviour stages, manageable at all levels in terms of numbers. RTL reports prepared and presented to DH and HT weekly. Termly report to LGB. Behaviour intervention withdrawal sessions - introduced at KS3 initially to support children with responsibility for learning. Use of alternatives to FTE - internal FTE, immersions. Increased use of ALP where appropriate coordinated by SENDCo. Joint working with SENDCo to plan provision for SEMH students. Plan and implement programme of timetabled Thrive sessions to develop pupils' social and emotional skills. PSPs in place for all students with repeat FTEs.</p>		Term 1/2	Rob Moore undergoing Thrive training to bring parity of skills and experience with other DHoH Significant decrease in FTEs in term 1 2020. Use of new ALP providers (Jamie's Farm/Urban Pursuits) with focus on SEMH. Impact yet to be evaluated.
			Term 3/4	
			Term 5/6	
2.3	<p>Introduce in-house attendance tracker to monitor all students with focus on vulnerable sub-groups. HoH fortnightly attendance meetings with GJ with focus on intervention and impact Attendance standing item on agenda with each House having specific cohorts to focus intervention on. Introduce attendance stages - clear escalation for low attendance with entrance and exit triggers at each stage. HoH and SLT focus on students not returning to school following COVID. Identification of and resolution for historic non-attendess Training for GJ and HP on attendance coding, registers to be correctly coded from September 2020. Attendance policy to be updated by end of term 2.</p>		Term 1/2	In house tracker created end of term 1. Attendance stages introduced but not yet fully embedded. Registers are now correct - this has had a detrimental effect on attendance figures but we are confident we are now working with secure information.
			Term 3/4	
			Term 5/6	
2.4	<p>Unstructured times are supervised by staff who intervene to maintain a safe, positive environment. Behaviour and Anti Bullying policy is reviewed in consultation with staff, students and their families. Regular training for staff on proportionate and consistent responses to poor behaviour. Introduction of St Katherine's Six with a clear focus on respect. Restorative approach to incidents of discriminatory behaviour. Staff training on discriminatory behaviour and how to record it. Update behaviour recording system accordingly.(October 2020). Clear and common expectations of respect across the school, in every</p>		Term 1/2	Increase of staff on duty at lunch/break through altered timetables and incentives such as free lunch. CCTV upgraded across school and ongoing addition in identified areas.
			Term 3/4	
			Term 5/6	

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	classroom and corridor. Updated CCTV across school. Ongoing student voice to gauge the student experience of behaviour in school. Consequences for unacceptable behaviour proportionate, effective and consistently applied by all staff.			
2.5	Drip feed training plan integrated into INSET and staff meetings Regular updates in weekly comms Bespoke training on specific topics Develop peer abuse strategy as part of the 'Champions' model of student leadership around school improvement strands. Develop team approach to safeguarding through regular drop in team meetings including regular meetings with Safeguarding Governor. Provide supervision for DSL		Term 1/2	Introduction of staff knowledge quiz to assess understanding, provide feedback and plan future training.
			Term 3/4	
			Term 5/6	

3. Personal Development | Katharine Crocker Alan Francis-Black | Ruth Collett

<p style="text-align: center;">Issues</p> <p>3.1 Deliver a curriculum that accounts for the development of the whole pupil 3.2 Design high quality, evidence-based and age-appropriate Sex and Relationship Education (SRE) curriculum that embraces the challenges of creating a happy and successful adult life 3.3 Create and establish a refined tutorial program to develop character and our values 3.4 Our values of equality and acceptance are embraced across our community 3.5 Continue to develop the careers provision for students, working towards, and beyond, the Gatsby Benchmarks. 3.6 Student leadership / voice</p>	<p>Success expected and Monitoring Timeline 2020/21</p> <p>RAG rated with relevant comment at each Term indicated below</p>
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RAG rating: Exploring Still in the planning phase/not started Progress Not yet fully in place Complete In place and working Sustained Embedded and effective

Aim	Actions/Activity to address the issue	Partner <small>(support from school/trust, seeking regional/national expertise)</small>	Timeline	Updates
3.1	Ensure that homework is being effectively used to drive progress in line with 3.3. (June 2020) Review the extra curricular offer in each term. (Jan 2020) Monitor attendance of all pupils including sub-groups at extracurricular events. (June 2020) Review the tutor programme to ensure effective use of all time including the new extended Friday tutor time. (June 2020) Develop a cultural capital entitlement for all students. (Oct 2020)		Term 1/2	
			Term 3/4	
			Term 5/6	The timing of the school day has changed in response to the Covid-19 restrictions and therefore tutor time is extended each day and afternoon tutor time has been removed. Citizenship is now taught in tutor time in place of PSHE which is delivered within the timetable by specialist teachers. DDIs show progress towards the expected standards of

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				tutor time delivery with DEAR as a relative strength.
3.2	Review the 2019/2020 provision of PSHE in all year groups to include education about wellbeing, health and self-efficacy. (Term 3 2019/2020) Review impact with QA and student feedback (Term 2 2019/2020) Signpost how and when to ask for help, and to know where to access support. Prepare pupils for the opportunities, responsibilities and experiences of adult life. Promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in society. (Term 1 2019/20)		Term 1/2	SWIFT recovery curriculum focuses on resilience, self efficacy, mental health and wellbeing.
			Term 3/4	
			Term 5/6	
3.3	Complete DDIs to monitor and improve the delivery of the tutorial programme (Terms 1-6) Review content and implementation of PSHE including coverage of Fundamental British Values (FBV) (Terms 1 and 2)		Term 1/2	
			Term 3/4	
			Term 5/6	
3.4	Create a thread throughout each term to educate and remind our community as part of 'developing our cultural competence'		Term 1/2	
			Term 3/4	
			Term 5/6	
3.5	SC to complete Careers Leader Training (Terms 1-6 2019/20) Work with PSHE team to ensure careers education is delivered through PSHE curriculum (Term 2) Establish clear guidance on the role of faculties in careers education. (Term 2) Source a bank of subject specific careers education resources to share with HoFs as a starting point. (Term 2)		Term 1/2	
			Term 3/4	
			Term 5/6	
3.6	Students taking leadership roles within the House System that leads to the ongoing development of the House System and provides student voice opportunities (Term 2)		Term 1/2	Introduction of framework of shared language - leadership of self, others and the community.
			Term 3/4	
			Term 5/6	

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4. Sixth Form/16-19 Study Programmes | Michelle Cave | Heather Graham Mel Reason

Aim	Actions/Activity to address the issue	Partner <small>(support from school/trust, seeking regional/national expertise)</small>	Timeline	Updates
Issues 4.1a improve students' attitude towards their learning 4.1b including attendance and punctuality 4.2 Improve provision for developing students for life, work and further study 4.3 Raise the profile of sixth form students across the school 4.4 Secure enrolments to support the ongoing sustainability of the sixth form 4.5 Embed new routines to monitor teaching and learning across the sixth form.		Success expected and Monitoring Timeline 2020/21 RAG rated with relevant comment at each Term indicated below		
RAG rating: Exploring Still in the planning phase/not started Progress Not yet fully in place Complete In place and working Sustained Embedded and effective				
4.1a	Give the students ownership of their spaces - refresh decor, art work, display boards (From Sept 2020) Embed use of ClassCharts across sixth form teaching staff to recognise success, raise concerns and track homework. (From Sept 2019). Regularly monitor use and hold staff to account. Establish 'Sixth Form' report system to hold students to account when they fail to meet expectations (From Sept 2019) Set and share rigorous target grades with students (Term 3) Embed key messages in all communications - remind students why we are here (Ongoing).		Term 1/2 Term 3/4 Term 5/6	6th form common room updated Disciplinary process has been simplified and students are being held accountable for their actions, e.g. Friday detentions Panel meetings introduced Monitor progress sheets introduced with HOF/HOS
4.1b	Appoint a sixth form attendance officer to track, monitor and intervene when students attendance and punctuality falls below expectations (Sept 2019). Induct sixth form attendance officer to ensure accurate and robust recording of attendance across post-16 sessions and lessons (Term 1) Embed regular contact with parents at the centre of attendance routines, using text, phone and email to inform parents of any absence and missed lessons (Term 2). Add attendance rates, with breakdown by subject, to new progress check format (Term 1) Celebrate attendance publically - create an attendance board with tutor groups / individuals being recognised (Term 1) Establish consequence system for dealing with 'low level' attendance and		Term 1/2 Term 3/4 Term 5/6	Moved to ClassCharts Target students and phone calls made by HPA Parent meetings with major concerns Attendance in line with whole school in Term 1

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	punctuality issues (Term 5)			
4.2	<p>Launch new PSHE Framework (Sept 2019/20)</p> <p>Conduct student voice on PSHE provision to refine delivery to meet students needs (Term 1 2019/20)</p> <p>Promote the value of high quality work experience placements and support students to secure them (Term 1/2 2019/20)</p> <p>Set up 'early applicants' intervention slot - weekly programme to support students prepare for application and interview. (Term 1 2019/20)</p> <p>Embed weekly Year 12 'study skills' provision to support developing A Level mindset, with a focus on metacognition and learning strategies (Term 1 2020)</p>		Term 1/2	<p>Enrichment - Wednesday afternoons: increased structure and 'carousel' system has improved engagement and staff 'buy-in'.</p> <p>Dedicated pathways slot on Wednesday mornings: bespoke support for Oxbridge/early applicants</p> <p>Sixth Form Teaching and Learning forum has not been sustained. Possibly to be reintroduced in Term 3.</p>
			Term 3/4	
			Term 5/6	
4.3	<p>Establish Sixth Form Reading Mentor programme (Sept 2019)</p>		Term 1/2	<p>Sixth Form visibility has been difficult due to COVID restrictions. Reading mentors, joint assemblies, clubs all impossible due to bubbles.</p> <p>School Council and Head Students working to create outreach including recorded assemblies for whole school, online mental health support, leading on EDI.</p> <p>HP focusing on increasing focus on house system within sixth form.</p>
			Term 3/4	
			Term 5/6	
4.4	<p>Identify target students early and engage their families in the process (Sept 2019)</p> <p>Delivery post-16 options assembly (Term 1 2020)</p> <p>Sixth Form Open Evening (Nov 2020)</p> <p>Programme of one - to - one course consultation meetings with all applicants (Nov 2020-Jan 2021)</p> <p>Step into Sixth Form Day (June 2020)</p>		Term 1/2	<p>Recruitment process began early this year with a virtual 'assembly' followed by a temperature check. GD following up 'maybe' students with conversations. Scholarship scheme to continue?</p> <p>Open Evening on November 18th. Letter sent to parents and advertised with Year 11 tutors. Prospectus and Course Outlines updated.</p>
			Term 3/4	
			Term 5/6	
4.5	<p>Develop and agree key ingredients of post-16 teaching (Sept 2019)</p> <p>Share key ingredients with HoFs (Oct 2019)</p> <p>Agree timeline of learning walks, including joint learning walks, to monitor the quality of teaching and learning across the sixth form - monitor presence of key ingredients. (Oct 2019)</p>		Term 1/2	<p>GD shared priorities and best practice in Term 1.</p> <p>GD and MLC to conduct learning walks monitoring progress and high level questioning in Term 2.</p> <p>Student voice to gauge ability to articulate targets and progress in Term 2.</p> <p>GD aligning progress sheets with increased focus on metacognition in Y12 study skills sessions.</p>
			Term 3/4	
			Term 5/6	

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5. Leadership and Management | Justin Humphreys | William Harding

<p style="text-align: center;">Issues</p> <p>5.1 Good Ofsted 2021 including sustained improving outcomes for all groups 5.2 Partnership work across trust schools, NSTA and use of regional and national experts 5.3 Sustainable and effective quality assurance model that supports leadership growth 5.4 Site capacity for continued growth of student numbers 5.5 Effective Governance 5.6 Understanding equality 5.7 Staff workload and wellbeing 5.8 Community and parental engagement so all are positively informed about SK 5.9 School site 5.10 Finance</p>	<p>Success expected and Monitoring Timeline 2020/21</p> <p>RAG rated with relevant comment at each Term indicated below</p>
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RAG rating: Exploring Still in the planning phase/not started Progress Not yet fully in place Complete In place and working Sustained Embedded and effective

Aim	Actions/Activity to address the issue	Partner <small>(support from school/trust, seeking regional/national expertise)</small>	Timeline	Updates
5.1	Communicate 'Ofsted Ready' plan with all stakeholders Undertake Ofsted style review at senior and middle leadership level to assess the level of readiness (Dec 2020) Train and support staff, middle leaders, senior leaders and governors (Sept - March 2021) Secure support of School Improvement Partner (SIP) with Ofsted experience (Oct 2020)	Experienced school leader	Term 1/2	Exam review reflection and School Improvement visit booked 11 Nov to support SLT and middle leaders - now cancelled in light of lockdown Coaching in place for two senior leaders
			Term 3/4	School Improvement visit planned for Term 5, with DHT shadowing process Ofsted summary created for SLT
			Term 5/6	
5.2	Carry out deep dives into identified areas as part of annual self evaluation (Dec 2019, Apr 2020, Sept 2020, Nov 2020, Feb 2021 Apr 2021)	SEND CAT for review	Term 1/2	Deep Dives taking place as part of curriculum reviews/SE calendar - Music and English Nov 2020 - now cancelled as part of lockdown DDIs continuing across all aspects of our work but reduced in frequency to support workload
			Term 3/4	DDIs postponed Post 16 collaboration agreed on selected areas of co curricular such as Oxbridge preparation and UCAS.
			Term 5/6	
5.3	Establish a sustainable and routine quality assurance model across key areas; quality of teaching and learning i.e. lessons, work scrutinies; quality of tutoring i.e. tutor time, preparation of students, delivery of tutor time including PSHE programme) (Oct 2019)		Term 1/2	DDI model in place with new reporting expectations Worked with external coach to develop understanding of self and others in teams and coaching beginning to be put in place

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	<p>Support and training for middle and senior leaders (Oct 2019) Implement two year rotating programme of internal/external deep dives throughout areas of the school (Oct 2020) Leadership growth through coaching and deeper reflection on leadership qualities using NPQML/SL frameworks PDRs delivered with improved structure, purpose and delivery Improve the effectiveness of leadership and management across the whole school</p> <p>a) Leadership development model for SLT, middle leaders and governors b) Continued support from SIP (AL), Trust (NWB) and NLE (GM)</p>		<p>Term 3/4</p> <p>English subject review postponed until summer term. Music review carried out with key findings shared. Leadership coaching through line management but not established as a discrete piece of work until September 2021</p>
			<p>Term 5/6</p>
5.4	<p>Establish strategy for 2019/20 recruitment for September 2020 intake for 7-11 and sixth form (Sept 2020) including</p> <p>c) Develop a combination of media formats for 2020 events</p> <p>High quality transport solution in place for September 2020 and beyond</p> <p>a) Develop long term partnership with provider and grow to trust level b) Stable systems for tickets etc established within school</p>	Trust Sixth Form Lead	<p>Term 1/2</p> <p>Sixth Form provision review underway within the Trust, working with leaders at St Katherine's New bus contract in place with positive feedback to date from staff, students and parents/carers</p>
			<p>Term 3/4</p> <p>Signed new contract with Turners embedding as our coach provider Central purchasing of minibus to accommodate new routines from September 2021 Range of media developed within marketing and promotional work forced through COVID-19 with</p>
			<p>Term 5/6</p>
5.5	<p>Implement training programme for all governors (Sept 2019) Implement termly visits with SLT links members (Sept 2019)</p> <p>Confirm senior leadership structure for September 2020</p>	Supported through NLE	<p>Term 1/2</p> <p>Prioritised training topics at beginning of governor meetings taking into account governor voice, Governors joining NGA webinars Term visits and interactions with some leaders has been limited in Term 1</p>
			<p>Term 3/4</p>
			<p>Term 5/6</p>
5.6	<p>EDI to be established 2019/20 Purpose and scope confirmed by students (March 2020) Expand to all areas under the Equalities Act (Dec 2020) Calendar and strategy in place for September 2021 EDI to be a golden thread through the school (July 2021)</p>		<p>Term 1/2</p> <p>External training delivered to all staff 2/10/20 Active calendar of students events/broadcasts including Black History Month</p>
			<p>Term 3/4</p> <p>Effective EDI work continues to be promoted across the school through events, assemblies and tutor time: most prominent areas are race, sex, gender and religious orientation Calendar drafted</p>
			<p>Term 5/6</p>
5.7	<p>Work proactively with school representatives from People Strategy Group and recommendations. Agree and implement changes (Nov Mar Jun 2019/20) Promote and embed wellbeing throughout the year in briefings and</p>		<p>Term 1/2</p> <p>Annual staff survey reflects a positive impact of changes made Reducing rates of absence (Jan Jun 2020)(Jan 2020) Positive survey from start of Term 2020 first four weeks</p>

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	meetings at all levels (ongoing) and recognise formally in policy review Regular temperature check surveys each term to capture staff voice Staff voice actively considered in school improvement decisions to be part of the improvement journey		Term 3/4	Staff initiatives and recognition including 'mugged', 'gift of giving', wow cards Wellbeing considered as part of new school day CST survey considered and areas of focus agreed with changes planned
			Term 5/6	
5.8	Actively promote engagement in the Parent/Carer Association Group (Sept Jan Apr) Target engagement at Parent's evening for specific groups based on school data Changes to school are considered using our Parent/Carer Association forum Refine key communications with parents/carers (Jan 2020) Feedback model/cycle from annual surveys to show progress being made (Feb 2020)		Term 1/2	Increased numbers 20+ at each meeting (Jan 2020) 90% attendance from target groups (June 2020)
			Term 3/4	Forced change with COVID - Parents' Evenings re worked with focus on those who need discussions with teachers leading to possible change from September 2021 Full consultation with parents/carers on new school day
			Term 5/6	
5.9	Carry out a review of existing facilities and confirm three year maintenance plan to raise standards in all areas of the school (Jan 2020) Secure external support through delegated services to support and inspect the progress of our work. Engage further external agencies as necessary (Sept 2019 - Jun 2020) Carry out CLEAPSS assessment as part of our routine inspection work (Oct 2019) Review security of school site and access (Mar 2020)		Term 1/2	Health and Safety governor report actioned, all major maintenance now agreed through TrinityClifton rep. Scoping front fence for access road to improve safety (not part of security review)
			Term 3/4	Health and Safety review and actions in place Work with consultant constructive and delivering change across approach Security reviewed confirmed new access controls in science inc prep room and plans being considered for fenced front of school to improve security Maintenance agreed with Trust and TrinityClifton with priorities identified and significant roofing work being completed in between T3 and T6 inc Sports Hall
			Term 5/6	
5.10	Review budget with governors and agree additional expenditure (Jan 2021) Confirm capital spend for 2020/21 for summer 2021 works (Mar 2021) Monitor in year budget with Finance Manager and Finance Director to ensure balanced budget (Dec Mar Jun 2021)		Term 1/2	Updated budgets confirmed with SE and agreements for capital project priorities and implementation being discussed Budget remaining in surplus, mindful of increasing COVID 19 spend
			Term 3/4	2020/21 year to end with surplus 2021/22 budget and three year projections agreed with forecast within £10k tolerated of balance
			Term 5/6	