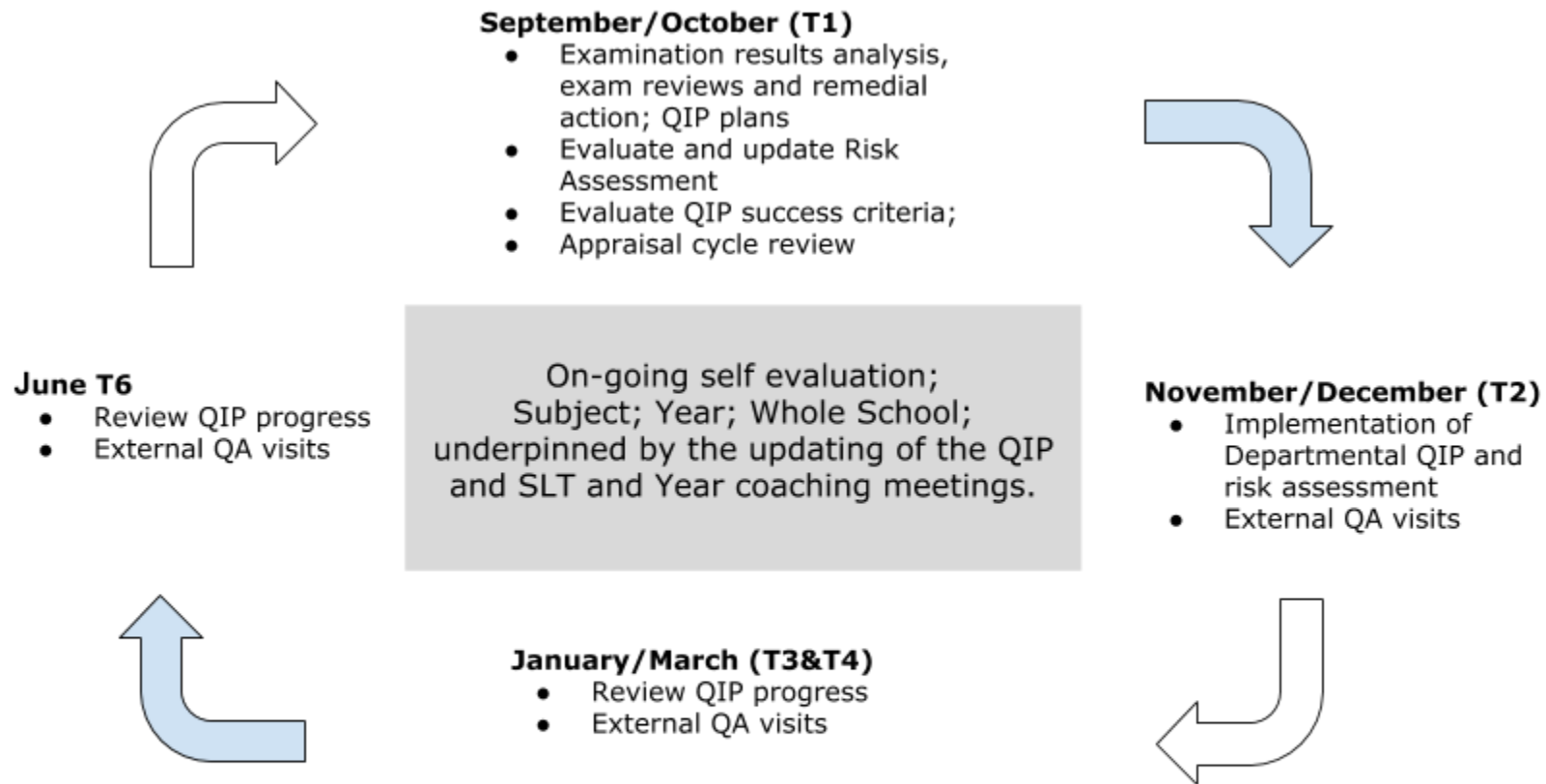




St Katherine's School

Quality Improvement Plan 2017-19

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
- tolerance 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

School Quality Improvement Plan 2017-19

Teaching and Learning Development Strand 1: to engage all staff in developing and improving their practice with an absolute commitment to deliver great teaching

	What we will achieve	Lead	Review dates	Monitored by
1.1	Build a culture of personal responsibility for classroom practice (subject knowledge and pedagogy).	Michelle Cave	Nov 2017 Feb 2018 Jun 2018	Justin Humphreys
1.2	Develop educational research opportunities and build a culture of sharing best practice.	Michelle Cave	Feb 2018 Apr 2018 Jun 2018	Justin Humphreys
1.3	Deliver a robust CPD offer throughout the year, utilising both internal and external expertise through our partner schools and MAT schools.	Michelle Cave	Feb 2018 Apr 2018 Jun 2018	Justin Humphreys /Governors
1.4	Create a community of Google Educators to work together to develop the use of emerging technology to drive great teaching.	Alan Francis	Dec 2017 Mar 2018 Jun 2018	Justin Humphreys /Governors
1.5	Embed our marking and feedback policy consistently to accelerate student learning and progress.	Michelle Cave	Jan 2018 Mar 2018	Justin Humphreys
1.6	Develop a range of teaching strategies which enables students to retain and retrieve subject knowledge effectively for assessments.	Michelle Cave	Nov 2017 Apr 2018 Jun 2018	Justin Humphreys

Success criteria

- The engagement and successful completion of CPL Booklets in changing practice.
- In any given observation cycle, no lesson causes concern/is deficient in any of our Teaching and Learning Essentials Tube Map.
- The school's overall performance in 2018 will be above the national average returning a positive Progress 8 score at Key Stage 4 and positive residuals across both academic and vocational pathways at Key Stage 5.
- Eliminate the gap between vulnerable groups, specifically middle ability boys, disadvantaged students and our most able, especially disadvantaged most able.
- A more consistent student experience with reduced in-school variation.

Evaluation / evidence

- October/April lesson cycles and peer lesson observations.
- Quality Assurance visits from trust members in terms 2,4 and 6.
- Staff and student questionnaires.
- Term 2 governors meeting 2018 and Appraisal Finance committee meeting.

School Quality Improvement Plan 2017-19

Teaching and Learning Development Strand 2: engaging our community to provide the best support and structure our young people require to be successful

	What we will achieve	Lead	Review dates	Monitored by
2.1	Engage all parents/carers to become active partners in our community.	Steve Colebourne	Jan 2018 Mar 2018 Jun 2018	Justin Humphreys /Governors
2.2	All stakeholders for all year groups will understand what progress looks like at St Katherine's, how judgements about progress are made and how students will be supported to continue their progress.	Alan Francis	Mar 2018 Jun 2018	Justin Humphreys /Governors
2.3	Develop a pastoral programme that is based on 'great tutoring', offering a rich range of opportunities to our young people, including a quality assurance model.	Hayden Southon	Jan 2018 Mar 2018 Jun 2018	Justin Humphreys /Governors
2.4	Review the effectiveness of our spending of pupil premium funding to ensure we close the gap between our disadvantaged group and other group.	Justin Humphreys	Jan 2018 Jun 2018	Governors
2.5	To implement practices that improve attendance rates of our persistent absentees and the disadvantaged group.	Hayden Southon	Jan 2018 Mar 2018 Jun 2018	Justin Humphreys /Governors
2.6	Engage students to become active in reflecting upon their learning to inform the quality of teaching and learning.	Michelle Cave Steve Colebourne	Oct 2017 Feb 2018 Apr 2018	Justin Humphreys /Governors

Success criteria

- Conduct parental surveys as per schedule. Host parental focus groups. Establish the St Katherine's Parent Association with double figure membership.
- Positive responses from parents and students who are able to articulate their child's progress using the new GCSE grades 9-1.
- Feedback from quality assurance process highlighting all factors of 'great tutoring'; summary of the broad and balanced tutoring programme.
- Revised document to clearly communicate our priorities and spend of pupil premium income.
- 96% attendance (94% PP) and persistent absence rates of 12% (15% PP).
- Positive feedback from learners from all learning to learn sessions and full engagement from staff.

Evaluation / evidence

- Number of active members, turn out at meetings, minutes of meetings.
- Dialogue with stakeholders and revised assessment and reporting format, faculty self evaluation documents from faculties.
- New tutoring programme and great tutoring evidence through quality assurance reports.
- Updated pupil premium document on website, end of year attendance and persistent absence figures including for the disadvantaged group.

Teaching and Learning Development Strand 3: establish an effective climate for learning to enable all learners to make rapid progress

	What we will achieve	Lead	Review dates	Evaluated by
3.1	Develop a clear understanding of St. Katherine's Behaviour For Learning system ; establishing clarity, certainty and consistency , a common language , expectations for leaders and all staff.	Hayden Southon	Nov 2017 Feb 2018 May 2018	Justin Humphreys /governors
3.2	Embed the ' Common lesson and tutorial format ' to ensure that there is a consistent approach for learners in every lesson, every tutor period, every day.	Michelle Cave Hayden Southon	Nov 2017 Feb 2018 May 2018	Justin Humphreys /governors
3.3	Develop a CPD programme to focus on achieving a greater understanding of managing behaviour effectively through greater consistency , improved relationships and effective differentiation; with a focus on encouraging more positive behaviour across our whole school community .	Hayden Southon	Nov 2017 Feb 2018 May 2018	Justin Humphreys /governors
3.4	Develop systems and structures to promote student wellbeing with students feeling safe, happy and healthy .	Hayden Southon	Jan 2018 Mar 2018 Jun 2018	Justin Humphreys /governors
3.5	Develop SIMS platforms to provide fit for purpose attendance and behaviour data to enable leaders to better manage the climate for learning and make targeted interventions to secure sustained improvements in attendance and behaviour.	Hayden Southon	Jan 2018 Mar 2018 Jun 2018	Justin Humphreys /governors

Success criteria

- Records of learning walks and lesson observations, staff and student surveys.
- Learning walks and logs reflect consistent approach to lessons and tutor time.
- New SIMS modules used effectively by relevant staff.
- Reduction in the numbers of Fixed Term Exclusions particularly for our disadvantaged students, improvements in the number of rewards.
- Improved student attendance and reduction in persistent absence, 96% attendance (94% PP) and persistent absence rates of 12% (15% PP). Reduction in the number of Fixed Term Exclusions particularly for disadvantaged learners.
- Improved student and staff survey outcomes compared with 2016/17.

Evaluation / evidence

- Evaluation of positive and negative behaviour trends.
- Staff and student surveys, behaviour data, appraisal records.
- Student Conferences, Structured Conversations programme, student surveys, Student Focus Panel, Student Counsellor Report and records.
- Mid Year appraisals, Head of Year coaching notes, Attendance Coordinator coaching notes.

School Quality Improvement Plan 2017-19

Teaching and Learning Development Strand 4: to embed self evaluation in all aspects of our work to support self improvement

	What we will achieve	Lead	Review dates	Evaluated by
4.1	Establish a culture of reflective practice amongst all members of the community at both classroom and leadership level, staff and students.	Michelle Cave Justin Humphreys	Nov 2017 Feb 2018 May 2018	Heads of Faculty /SLT
4.2	Embed regular and pre-planned evaluation within all faculty areas across the school.	Michelle Cave	Dec 2017 Mar 2018 Jun 2018	Justin Humphreys
4.3	Working closely with our students, understanding the needs of young people from the student perspective, ensuring that refinements are made based on the “you said, we did” model.	Steve Colebourne	Dec 2017 Mar 2018 Jun 2018	Justin Humphreys
4.4	Data systems will support effective self evaluation work of all staff.	Alan Francis	Dec 2017 Mar 2018 Jun 2018	Justin Humphreys /Governors

Success criteria

- Staff requesting developmental observations, feedback in their role including leadership. Students responding to incisive feedback to grow. Staff and students fully engaged in being the best they can possibly be.
- In any given observation cycle, no lesson causes concern/is deficient in any elements of our Teaching and Learning Essentials Tube Map.
- Implementing areas of improvement identified by the student body and communicating these improvements. Improving the student experience based on feedback from Student Conferences and Year Focus Panels and faculties embracing the feedback.
- Staff are well trained in the use of a small number of data systems and know how to access the information that they need.

Evaluation / evidence

- Self Review and Continuing Professional Learning Booklet.
- Faculty surveys and evidence of actions from faculties; evidence from whole school reviews/focuses.
- Effective survey summaries with clear outcomes and decisions, shared with key stakeholders for actions.
- Staff survey responses on data surveys.

School Quality Improvement Plan 2017-19

Strategic Development Strand 1: implement a house system for September 2018

	What we will achieve	Lead	Review dates	Monitored by	Evaluated by
S1.1	Work with all stakeholders to design and establish a pastoral house system for Years 7-11, building on the consultation and feedback from March 2017.	Hayden Southon	Dec 2017 Mar 2018 Jun 2018 Dec 2018	Hayden Southon	Justin Humphreys / SLT
S1.2	Develop the quality of tutoring across the school including an understanding of outstanding pastoral care, taking into account a new house system.	Hayden Southon	Jan 2018 Mar 2018 Jun 2018 Dec 2018	Hayden Southon	Justin Humphreys / SLT
<p>Success criteria</p> <ul style="list-style-type: none"> ● All stakeholders support the house proposal and understand the benefits it will bring to St Katherine's School. ● Positive engagement from the staff and student body in shaping the houses. ● Positive survey outcomes from all stakeholders by March 2019. 					
<p>Evaluation / evidence</p> <ul style="list-style-type: none"> ● SLT meeting in Dec 17, Mar 18 and June 18 to evaluate steps taken to date. ● December governors meeting, parent forums, sharing evaluation outcomes. ● June FGB meeting, summary from student, staff and parent forums. 					

School Quality Improvement Plan 2017-19

Strategic Development Strand 2: develop relationships and partnership work across trust schools to harness expertise

	What we will achieve	Lead	Review dates	Monitored by	Evaluated by
S2.1	Develop a quality assurance model with partners within and outside of the MAT to provide support and challenge on our work ; classroom pedagogy, developing subject knowledge, faculty and pastoral leadership, leadership support, skills development, ways of working using ICT.	Justin Humphreys	Mar 2018 June 2018 Dec 2019	SLT /governors	IFT CEO
S2.2	To develop relationships with our local and feeder primary schools to improve the transition from Year 6 to Year 7 through a deeper understanding of the primary curriculum, especially in the core curriculum.	Justin Humphreys	Jan 2018 June 2018 Dec 2018	SLT /governors	IFT CEO
S2.3	Review IFT Service Level Agreement and align with school structure and priorities for maximum benefit for St Katherine's School; staff and learner outcomes and experiences.	Justin Humphreys	Jan 2018 Jun 2018 Mar 2019	SLT /governors	IFT CEO
S2.4	Work with the MAT to secure funding for essential site maintenance , in particular for English, science and PE.	Justin Humphreys	Mar 2018 Sep 2018	SLT /governors	IFT CEO

Success criteria

- Increased outcomes for our learners (positive P8 score), effective and strong lesson observations throughout the year, more effective leadership and positive feedback from colleagues.
- One member of each faculty to be more informed of the Year 5&6 curriculum with Year 7-9 schemes updated; accelerated progress of Year 7 students.
- Efficient and effective alignment and communication in each service line.
- Secured bid for all urgent site work to be completed by the end of 2018.

Evaluation / evidence

- 2018 outcomes, lesson observation log, 360 degree feedback and parental survey feedback.
- Evaluate in Term 6 at SLT with colleagues involved sharing steps taken as a result of feedback from work.
- Feedback from IFT and St Katherine's colleague.
- Bid submitted.