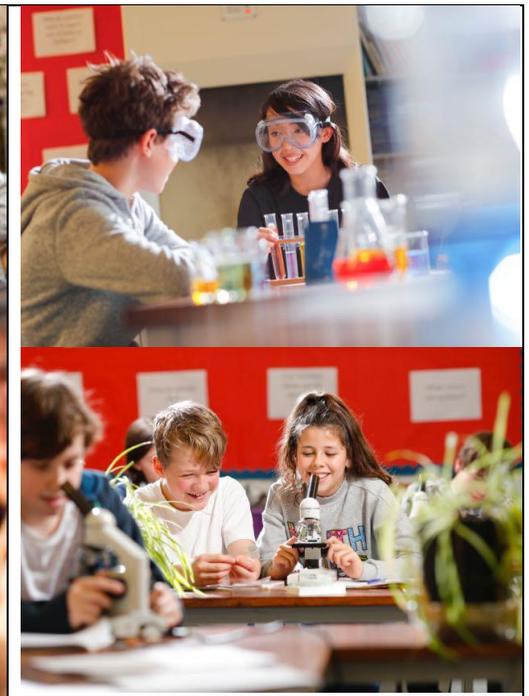


The Cherwell School - School Improvement Plan 2019-2022





The Cherwell School

School Improvement Plan 2018-2021 (year 2 of current three year planning cycle)

Version 4 (September 17th 2019)

Introduction

This development plan is at the heart of our school's work as we continue to move forwards over the next 3 years. At The Cherwell we set our students and ourselves "no limits" and we embody the greatest ambition for all our young people. Our plans keep us rooted in that they embrace the attributes which has kept this school special over time but they also look to take the school on to the next stage of its development. The plan is designed to be open to all our stakeholders especially our students - it is their journey.

Opportunity:

Individuals have the opportunity to develop their abilities and talents, and to be successful. We want everyone within our community to be nurtured, challenged and encouraged to make the most of opportunities.

Responsibility:

As a community of individuals we recognise that we have a range of responsibilities. Team work and collective responsibility support the success of individuals, the school and the wider community.

Excellence:

There is a commitment to excellence in all that we do. We have a culture of high expectations. We expect to do well both as individuals and collectively.

The Cherwell School Aims and the SDIP

Although the SDIP themes run over three years, this document is revised each year to reflect priorities and relevant outcome measures. Faculty and Year Team development and improvement plans use these themes and priorities to underpin their own specific actions and targeted outcomes. In addition, we use the following key performance indicators (KPIs) to track development and improvement over time: *Attainment & Achievement (including value added and specific groups), Behaviour (including Rewards/Consequences/Exclusion data), Attendance & Punctuality, Student participation / Involvement in activities outside lessons, Parental engagement (including attendance of PCEs and information evenings), Parent and Student satisfaction (through biannual whole school surveys), Transition / Progression route / Destination data, Staff wellbeing, Staff training and progression.* Where possible we compare these KPIs to national data and/or similar school data and to school data from previous years. This data is



recorded in the Governors' Datahub. Such comparative data can also provide challenging and aspirational targets against which we can track performance, whilst as a school with a culture of continuous improvement our focus is on the actions that lead to excellent outcomes for students.

The SDIP structure, implementation and evaluation

The SDIP themes and priority areas are identified on the basis of rigorous self-evaluation, including staff, student, governor and parent feedback. It is this which is captured in our Self Evaluation summary (this document can be found in our staff shared documents and is also on our website). At the heart of SDIP success is the devolved nature of the action planning where all teams within the school (for example Faculty teams, Year Group teams, Senior Leadership Team) thread SDIP priorities into their own plans. The priorities listed in the SDIP are not exhaustive and no SDIP can reflect all of the hard work and commitment which is evident in a school such as ours. The SDIP is subject to ongoing evaluation through the work of the staff leading key actions, and the oversight of the Headteacher and governors. *SLT members fully reflect on their progress by evaluating their action plans using the WGW/EBI/NS formula. These self-evaluations can be found in Governor Hub. There is a preliminary RAG rating of the plan during term 6 which is finalised and presented to governors at the FGB meeting In September*

Themes and Priorities 2018-2021

Success for All

An overall theme that is the intended outcome of all others. It clearly links to our wider school aims of opportunity, responsibility and excellence. We recognise that success comes in many forms. We will continue to put a significant amount of our focus of the success of our disadvantaged students and vulnerable learners.

***Success measures:** Progress, achievement and attainment, attitudes to learning, engagement and success in extra-curricular activities*

Excellent Behaviour

High standards of behaviour are the bedrock of any successful school. We have a strong Behaviour for Learning system which is understood and effective.

We will continue to refine this by teaching students as explicitly as possible the standards we expect both in the classroom and around our sites. We see this as moving beyond 'behaving' as compliance to exhibiting the right characteristics in all social situations to the benefit of the whole community. Like any other aspect of education, the school has a responsibility to teach this effectively and embed these principles deeply within our culture

***Success measures:** Attainment and achievement (including rewards/consequences and exclusion data), attendance and punctuality, student participation/involvement outside of lessons, student satisfaction e.g. as reflected through staff surveys and student voice activities)*



An Excellent Curriculum

What children learn in school is the biggest decision we take. As such we understand our responsibility to continually review this to the benefit of all. There has been significant curriculum change across all key stages during recent years. We have the opportunity to create the best curriculum possible in terms of the knowledge to be learnt and the skills to be developed.

Success measures: *Attainment and achievement (including value-added and specific groups), behaviour (including rewards/consequences).*

Excellent Teaching

High quality teaching is essential. We will continue to put emphasis on the things which make the most difference. Our professional learning will be focussed on this. Teaching is a learnt skill and as a result we can all improve and enhance our practice. We recognise that groups of subject specialists communicating together about teaching and learning provides the best opportunity to promote excellence.

Success measures: *Attainment and achievement (including value-added and specific groups), staff feedback, student and parent/carer satisfaction (through bi-annual survey).*

Excellent Wellbeing

We recognise the broader experiences our students have in school are so essential to their growth as people. We will look to do everything we can to enhance the school environment to make sure that students' learning and social times are as pleasant as possible. We will seek to be a leading school in the context of wellbeing and mental health. We will enhance further our extra-curricular provision and monitor participation carefully so that all of our students are benefitting from the richness which is available.

Success measures: *Student participation/involvement outside of lessons, student satisfaction (through bi-annual survey)*



Three Year Vision

Where will the school be c. 2021/22?

We will have become even better as a school at doing the things which make the most difference. As a result, curriculum, behaviours, teaching and wellbeing will have been enhanced further. Due to this, an even greater proportion of students (including those who are more vulnerable) will make a success of school in increasingly different ways as well as achieving exceptionally well. Our emphasis on them as people will mean they are well prepared for their next steps in life.

By the end of this period, the principles outlined in our Curriculum Assessment and Teaching Policy will be fully realised. Across the school, **in all key stages**, we will have a curriculum which is rich in both specified knowledge but also in academic language. The curriculum will be expertly sequenced and resourced. Assessment will be handled very skilfully with expertly timed mid-term formative assessment being used to actively influence and impact on end-stage summative assessment. The intention behind our curriculum will be clear to all our stakeholders. As a result of this all our students, especially those who are the most vulnerable, or who come from the lowest starting points, will make even greater progress. **They will do this because they will know more, have a richer academic vocabulary and connect aspects of their learning more effectively.** This will be supported by our continued emphasis on excellent teaching. Highly trained subject specialists will be given even more opportunity to work collaboratively. Renewed emphasis on technique will mean teachers will be experts in tackling misconceptions, providing clear explanations and driving effective discussion. As part of this we will put emphasis on training teachers to know when it is best to 'puzzle' and when it is best to 'tell/explain'. Homework (especially at Key Stage 3) will be focussed on knowledge and vocabulary but competitions encouraging creativity/innovation will also be a fundamental feature of the school across all key stages. **We will give teachers more time to talk in effective subject specific communities because the feedback they give us is that they find this the most valuable way to enhance their skills (especially in the context of our most vulnerable learners)**

The behaviours of students across all key stages will have improved further. Low level disruption will be absent as we build beyond our current emphasis on routines. High standards everywhere will be the norm, including outside of lessons and in the wider community. Our approaches in these areas will increasingly mirror those in lessons as we become increasingly consistent in our practices and give greater definition to our culture. This will be especially evident in the Sixth Form – students will have been taught how to be organised, productive and responsible. This will have been achieved by detailed expectations which leaders at all levels will be responsible for.

The Mental Health and Wellbeing of our whole school community is an essential part of our ambition. We will use the “5 ways to wellbeing” as a framework for both students and staff. The principles of connect, be active, take notice, keep learning and give will be increasingly at the heart of our work. Our curriculum (both formal and informal) will be a model of effective wellbeing/advice and guidance. All students will have a rich understanding of how to keep themselves safe. We will innovate in relation to those students who find school hardest (including through techniques



such as art therapy). The physical environment of the school will continue to develop to aid this. The overall experience for young people within the school will be palpably better.

Key Priorities for the Current Year 2019-2020

We recognise that there has been significant curriculum change over the past 4 years. At KS4 and KS5 for most areas we are entering a period of consolidation and refinement where during 2019-20 we will continue to reflect on the experience of our students on new courses and adapt and flex accordingly. At KS3 there has also been rapid change in many areas so a similar process to KS4 and KS5 will also be required. Some subject areas will benefit from further support to develop their curriculums. Our aim is for all subjects to offer genuine clarity in relation to what they choose to teach, the knowledge and vocabulary required to do it well and the assessment required to evaluate what has been learnt.

In terms of teaching we will continue to focus on delivering our CAT (Curriculum, Assessment and Teaching) Policy. We will sharpen our approach even further in relation to supporting our most vulnerable learners especially those who are disadvantaged and / or have special educational needs. We will do this by giving teachers more opportunities to talk to each other in subject specific “communities” as we recognise that these groupings can be highly effective ways of improving teaching. We will increasingly utilise the “core principles” guidance from RLT to support teacher development.

Over the past two years we have adapted an increasingly “routines” oriented approach to how we support students manage their learning and behaviour across the school. From September 2019, all year groups from Yrs7-13 will have been inducted into these approaches. The focus for this academic year therefore, will be on making sure all of these routines are followed consistently and understood by all our students. We understand that for routines to become natural they need to be both regularly practiced and the purpose at the heart of the routine needs to be clear and compelling to all.

During 2019-20 we will put further emphasis on mental health and wellbeing. We see the “5 ways to wellbeing” as a useful framework for the school and these will become increasingly central to our work with both students and staff. We will continue with our commitment to make sure all the adults within the school are trained in mental health “first aid” so that by the end of 2021 all have had the training. This will allow us to become increasingly better at supporting the children, our colleague and ourselves.

We believe that reading is the best way to help students develop academically and become life-long learners. During 2019-20 we will be increasing emphasis on the importance of reading. We will work with our English Faculty to help us further promote a reading culture across the school. We will make reading our default way of setting homework at KS3. We will make sure that students have increased access to the “right” reading at both



school and home. We think this will be of particular value to our disadvantaged students and we will look to monitor the reading of these students with even greater scrutiny and support.

Priority	Priority as overall success criteria
Priority 1 – Excellent Curriculum	Ensure consistency across all aspects of the KS3 curriculum so that all subject areas provide a coherent, well sequenced curriculum, rich in knowledge and vocabulary, well supported by effective assessment
Priority 2 – Excellent Teaching	Introduce subject specific teaching communities focussed on providing the best adjustments to support the learning of vulnerable students
Priority 3 – Excellent Behaviour	Make sure that whole school understands and follows our routines for learning
Priority 4 – Excellent Wellbeing	To improve wellbeing for staff and students through the framework provided by the “5 ways to wellbeing”

Evidence for making this a priority

SLT Lead

1. Significant work has gone into improving our KS3 curriculum since 2017. This has been rapid and has happened at the same time as widespread curriculum change at KS4 and KS5. During this year we will benefit from focussing on achieving a level of consistency across subjects for a) shape / sequencing of curriculum b) knowledge / vocabulary c) assessment. By the end of this academic year therefore our students will have an enhanced experience across all subject disciplines.	TH
2. Research evidence shows that teachers talking about teaching is one of the most effective approaches to professional development. In school, support for such an approach is also echoed in our staff surveys. The learning for the most vulnerable benefits from teachers regularly reviewing and setting new targets. Our new teaching communities will provide this framework with teachers given time to focus on disadvantaged and / or children with SEN and making the necessary adjustments to aid their learning.	LC
3. Over the past two years the school has invested significant energy in introducing greater clarity about routines for learning across the school. Although this has been largely successful it is essential that we now have a period of consolidation and enhancement so that these routines are understood and followed consistently across the school	PDs
4. We think carefully about the mental health and wellbeing of all our students and staff. During 2019-20 we want to draw this work coherently together so that we increasingly offer an even more effective whole school approach. The “5 ways to wellbeing” will form an essential part of this framework as will our commitment to train all our staff in mental health first aid.	BT (Students) TP (Staff)



School Improvement Plan: Action Plan

SIP Key Priority: *What do we want to achieve? Taken from SIP document*

<p>1. Priority: <u>Teaching</u> Introduce subject specific teaching communities focussed on providing the best adjustments to support the learning on vulnerable students</p>	<p>Overall SLT Lead: LC</p>	<p>Governing Body Committee / Link Governor: SIC</p>
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<p>Overall Success Criteria for Action Plan</p>	<p>Staff responsible e.g. where priority has more than one aspect to support overall aim</p>
<p>1.1 <i>High quality CPD means that the new teaching communities are effectively established and focus on the identified priority</i></p>	<p>LC</p>
<p>1.2 <i>The teaching communities meet in line with the calendared expectations and staff feedback (measured at key points) reflects genuine commitment to the principles established.</i></p>	<p>LC</p>
<p>1.3 <i>Evidence of staff making the necessary “adjustments” for vulnerable learners will be seen through a variety of professional learning and QA processes (including learning walks, lesson observations and work sampling)</i></p>	<p>LC</p>
<p>1.4 <i>Review of outcomes for the vulnerable learners highlighted as key individuals through the teaching communities will reinforce the value of this priority</i></p>	<p>LC</p>



Milestone points and KPIs for this Action Plan:

- *Where appropriate it is good practice to have interim ‘milestone’ KPIs to measure progress towards your success criteria*

By End of December	By End of April	By End of July
<p>The concept of new teaching “communities” focusing on subject specific “adjustments” for vulnerable students will have been established (July 2019)</p> <p>The individual communities will have had an initial meeting (September 2019) under the directive of a coordinator / facilitator.</p> <p>The first meetings focused on individual students would have happened in line with the published calendar for this work in October and November. Initial feedback from staff will reflect the value of this work.</p> <p>Teaching staff will be setting appraisal targets in line with this policy during October 2019.</p> <p>Lesson observation 1 in October and November will provide evidence of the impact of this work.</p> <p>Work sampling during term 2 will provide evidence to support that the initial “adjustments” are being made by staff.</p>	<p>The individual teaching communities will have had 3 further meetings in January, February, and March – staff feedback will continue to support the value and impact of this work.</p> <p>RLT peer review during this period will provide evidence to support the impact of this initiative and help to define next steps (through the WGW and EBI process). This evidence will be provided through learning walks and work sampling as part of the peer review process.</p> <p>Further CPD will have been provided as a result of the reflections / feedback to date – any adaptations to the process required will have taken place.</p>	<p>The individual teaching communities will have had 3 further meetings in May, June and July.</p> <p>Full staff feedback will now be gathered as part of our annual staff survey on 1st July. This feedback will provide evidence to reflect the impact of this priority and will also help work towards next steps for 2020-21.</p> <p>PR5 will provide evidence of the impact of this work and evaluation of this data along with some appropriate case studies will help to direct the way forward (this will also provide a key part of the S&C 3 process)</p> <p>Mid-year appraisal reviews in May will also reflect the impact of this priority.</p>



Specific Actions What we will do?	Owner	Resource What do we need (as well as time)?	Timescale / when happening / Deadline
Provide initial CPD – including presentation to staff – to allow staff to understand this priority	TH	Completed versions of the draft making adjustments booklets	July 2019
Finalising of the best groupings for the new teaching communities	TP	Opportunity for input from F/Ls required	July 2019 – to be finalised for September start
Produce a training video to model how effective conversations about vulnerable students work best	TH	Support from Cherwell Film Club	For September Inset
Provide training input and opportunity for communities to have first meeting	TH	Set aside time on September Inset	For September Inset
Build opportunities for communities to meet within school calendar 2019-20	TH		For July 2019
Build the above within the professional learning calendar	LC		For September 2019
Provide opportunity for staff to provide some initial feedback on the impact of this work	TP	Simple on-line feedback form	As part of meeting on 20 th November
Clear guidance provided about how this work can be prioritised via the appraisal process	TP	Revised appraisal documentation	September – October 2019
Lesson observation documentation to be revised and amended to support this priority	LC	Revised lesson observation materials	September 2019
Training for observers to be updated in line with this priority	LC	Revised training materials	September 2019
Evaluation of lesson observations 1 and trends analysis documentation to be reviewed in line with this priority	LC	Revised trends analysis materials	November 2019
Work sampling during term 2 to provide initial evidence for the impact of this priority and reinforce its importance	LC	Review timing and focus for work sampling	To be reviewed in time for launch of professional learning calendar (Sep 2019)



Specific Actions What we will do?	Owner	Resource What do we need (as well as time)?	Timescale / when happening / Deadline
Further CPD to be provided as a result of initial evaluations in terms 1 and 2	TH/LC		January 2020 Inset
Further reflections to be gathered from staff	TP	Simple online feedback form	18 th March
RLT Peer Review to be focussed on this issue	CP	Agreement of date and targeting of MAT appropriate review team	March 2020
Full staff feedback on this priority to be gathered	TP		Inset – 3 rd July 2020
PR5 analysis used to highlight impact of this work in terms of student outcomes	TH	CF to play a key role with data analysis	July 2020
Case studies produced to review impact of this work (will need both successful / less successful examples) to direct next steps	TH		July 2020
Support and Challenge 3 also used to get ML feedback on impact of this work	TH	Set aside time within S&C 3	July 2020
Mid-Year appraisal review materials adopted to allow focus on this area	TP		May 2020



<p>2. Priority: <i>Behaviour</i> Make sure that the whole school understands and follows our routines for learning</p>	<p>Overall SLT Lead: PDS</p>	<p>Governing Body Committee / Link Governor: SIC</p>
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<p>Overall Success Criteria for Action Plan</p>	<p>Staff responsible e.g. where priority has more than one aspect to support overall aim</p>
<p>1.1 <i>Students and staff will be effectively inducted / re-inducted into our key routines. Opportunities will be provided to re-explain the purpose at the heart of our routines and to invite staff and student feedback.</i></p>	<p><i>PDs</i></p>
<p>1.2 <i>Opportunities to practice / revisit / enhance our routines will be built into the work of the school across the year. Individuals and groups who find it hard to work within these principles will be supported to improve.</i></p>	<p><i>PDs</i></p>
<p>1.3 <i>Evidence from professional learning and quality assurance processes will show that there are high levels of consistency in the following of agreed routines across the whole school (at least 90% “success” rate)</i></p>	<p><i>PDs</i></p>
<p>1.4 <i>Feedback from students and staff will overwhelmingly reflect their understanding of the value of these routines and the impact they are having on teaching and learning / behavior for learning.</i></p>	<p><i>PDs</i></p>



Milestone points and KPIs for this Action Plan:

- *Where appropriate it is good practice to have interim ‘milestone’ KPIs to measure progress towards your success criteria*

By End of December	By End of April	By End of July
<p>Staff will be reminded about the importance and nature of our routines as part of Inset in July and September. They will be supported in this work by a HIP (High Intentional Practices) document which provides the detail and clarity necessary to deliver the routines.</p> <p>Students will be reminded as part of induction in July and as part of the start of term procedures in September. Students will be given time to practice routines regularly (including as part of an extended tutor time at the start of term 2).</p> <p>Leaders will have regularly and effectively monitored the “success rate” of our routines during terms 1 and 2. Groups who have struggled to adjust to the routines will have been identified (through RAG rating) and leaders will be working with these groups to secure improvements.</p> <p>Feedback from RLT SIP (e.g. through Autumn Term report to SIC) will support significant alignment with this priority.</p>	<p>Any additional staff training in relation to routines will happen as part of the January Inset days.</p> <p>Further “practicing” with students will happen as part of an extended tutor time at the start of term 3 in January and term 4 in February.</p> <p>There will be continued evidence of a reduction in the number of groups not being aligned to our routines due to the continued impact of the work of leaders.</p> <p>Any groups / individuals newly emerging during this period will be identified and supported.</p> <p>RLT peer review during this period will provide evidence to support the impact of this initiative and help to define next steps through the WGW and EBI process. This evidence will be provided through learning walks and staff / student panels.</p>	<p>Further practicing with students will happen as part of extended tutor time at the start of term 5 in April and term 6 in June.</p> <p>Staff feedback on the effectiveness of the routines program will be gauged through the whole school surveys in July – we would be aiming for at least 90% understanding and approval for the routines – the survey will also help to direct next steps for 2020-21</p>



Specific Actions What we will do?	Owner	Resource What do we need (as well as time)?	Timescale / when happening / Deadline
Refresh staff understanding of the key elements and principles behind our routines processes	CP		1 st July inset
Seek staff feedback on routines and support required to deliver them effective (views considered and action on in advance of September)	TP	As part of whole school survey	1 st July Inset
Effective relaunch of strategy as part of September Inset	PDS		September Inset
Induction to new Sixth Form students	PDS/ CL		6 th Form Induction
Induction of new Yr 7 students	Jji		Transfer Day
Production of HIP specifically for our KS3, KS4 and Sixth Form routines	PDS/JJI/LA	And get support from TB with HIP as required	July 2019
Time during start of term work to practice routines with KS3, KS4 and Sixth Form and share with students our vision for their importance	PDS/Jji/LA	Review start of term procedures / timing	From September 3 rd
Time directly built into calendar across the year to allow revisiting of routines with students	CP		From publication of calendar in July
Produce a “routines revisit” schedule for the year for KS3, KS4 and Sixth Form which sets out procedures for monitoring	PDS/JJI/LA	A new document which realistically sets out monitoring points	For SLT meeting in August
Regular reporting back to key groups of staff on progress KS3, KS4 and Sixth Form (Inc. RAG Rating)	PDS/JJI/LA	See above	Ongoing (in line with agreed monitoring points)
Further staff training to re-set elements and principles as appropriate	PDS		January Inset
RLT Peer Review to be focussed in this issue	CP	Agreement on date and targeting of most effective review team	March 2020
Additional routines elements to be built into lesson observation documentation process	LC	Review of lesson observation form	September 2019



Specific Actions What we will do?	Owner	Resource What do we need (as well as time)?	Timescale / when happening / Deadline
Student voice feedback with KS3, KS4 and Sixth Form to be regularly focussed on this issue across the year	CP (via JLT) BT (SS Council) CL (6 th Form Committee)	Reviews to be built into programmes for the year for tutor groups	From September 2019
Staff and Student feedback to be fully captured as part of annual whole school survey	BT (Students) TP (Staff)	On-line surveys	July 2020



<p>3. Priority: <u>Curriculum</u> <i>Ensure consistency across all aspects of the KS3 curriculum so that all subject areas provide a coherent, well sequenced curriculum, rich in knowledge and vocabulary, well supported by effective assessment</i></p>	<p>Overall SLT Lead: TH</p>	<p>Governing Body Committee / Link Governor: SIC</p>
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<p>Overall Success Criteria for Action Plan</p>	<p>Staff responsible e.g. where priority has more than one aspect to support overall aim</p>
<p>1.1 <i>Summer 2019 S&C processes to fully review the position of each of our subject areas in relation to a) shape / sequence of curriculum b) knowledge / vocabulary c) Assessment – set new targets</i></p>	<p>TH</p>
<p>1.2 <i>Monitoring during terms 1 and 2 2019-20 shows evidence that the areas highlighted in 1:1 above are being effectively tackled with the support of leaders at all levels.</i></p>	<p>TH</p>
<p>1.3 <i>S&C in February 2020 shows that improvements / enhancements to a), b) and c) in 1.1 above have continued to take place with new targets now established as appropriate for spring / summer 2020.</i></p>	<p>TH</p>
<p>1.4 <i>Full review of KS3 curriculum as part of our annual quality of teacher review in summer 2020 shows that across all subject areas there now exists a) an expertly sequenced curriculum b) rich in subject knowledge and vocabulary c) supported by highly effective assessment.</i></p>	<p>TH</p>



Milestone points and KPIs for this Action Plan:

- *Where appropriate it is good practice to have interim ‘milestone’ KPIs to measure progress towards your success criteria*

By End of December	By End of April	By End of July
<p>S&C 3 in summer 2019 will have led to effective RAG rating of a) shape / sequencing b) knowledge / vocab c) Assessment by F/Ls / SLT links.</p> <p>FDIPs finalized in October 2019 will provide action plans which target key aspects of a), b) and c) above for improvement.</p> <p>S&C 1 in October 2019 will evidence immediate improvements and enhancements as a result of the RAG rating process in Summer 2019.</p> <p>Subject areas identified for priority will have been provided with the necessary time and support to make substantial and significant improvements.</p> <p>Feedback from RLT SIP (e.g. through Autumn term, report to SIC) will support significant change in highlighted areas.</p>	<p>S&C 2 in spring 2020 will reinforce that improvements to a), b) and c) have continued. New targets for Summer 2020 will be established as part of this process.</p> <p>WWW/EBI review of FDIPs will support that genuine improvements / enhancements are taking place. “New Steps” (linking to S&C 2 above) will be appropriate and deliverable.</p> <p>Subject areas identified for support will continue to have received high quality support and CPD.</p> <p>Feedback from RLT SIP (e.g. through sprint term report to SIC) will continue to highlight significant change.</p>	<p>An extended annual quality of teaching review in June / July 2020 will provide significant evidence to support genuine improvements in a), b) and c) across subject areas.</p> <p>Full report from RLT SIP provided at this point will echo this (whilst also setting further targets for 2020-21)</p> <p>Further WWW/EBI’s of FDIPs will provide evidence for and support the judgements above.</p> <p>It may be appropriate at this point to seek some further external review of our work on the KS3 curriculum either as part of the RLT peer review process or through other sources.</p>



Specific Actions What we will do?	Owner	Resource What do we need (as well as time)?	Timescale / when happening / Deadline
With F/Ls we will RAG rate our KS3 curriculum in terms of a) shape / sequencing b) knowledge / vocab c) assessment	TH	Framework provided by the S&C Meetings	July 2019
Support F/Ls to produce their FDIPs with a), b) and c) above clearly highlighted	TH	Input from SLT links to support F/Ls with this process	From July 2019 – completed October 2019
Provide a framework of support for subject areas most in need of input on a), b) and c)	TH	Training input from RLT Director of Secondary Education	From July 2019 – Training input during Autumn 2019
Provide an opportunity for initial review of progress as part of support and challenge I	TH		October 2019
Further training / support input during Autumn term	TH (with RLT D of S E)		
Support F/Ls with mid-year review of progress with FDIPs	TH	Input from SLT links to support F/Ls with this process	Feb 2020
AHT (curriculum and faculties) to produce mid-year review of progress updating RAG rating exercise from July 2019. Report to SIC and RLT D of S E	TH	Governor Input from SIC	March 2020 – revised targets to be set for July 2020
AHT (Curriculum and Faculties) to draw together full curriculum map, assessment calendars, assessment policies and assessment at KS3	TH		Summer 2020
Annual quality of teaching review to be focussed specifically on a), b) and c) above	TH	Increase time available for this	June 2020
Full review of impact of work in this area to be led to RLT D of S E	Tom Boulter	Reserve TB's time	June 2020
New targets to be set as part of S&C 3	TH	Framework provided by S&C meetings	July 2020



<p>4. Priority: Wellbeing To improve wellbeing for staff and students through the framework provided by the “5 ways to wellbeing”</p>	<p>Overall SLT Lead: BT (Students) TP (Staff)</p>	<p>Governing Body Committee / Link Governor: SIC</p>
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<p>Overall Success Criteria for Action Plan</p>	<p>Staff responsible e.g. where priority has more than one aspect to support overall aim</p>
<p><i>1.1 The “5 ways to wellbeing” to have clear meaning and impact across the school for staff and students</i></p>	<p><i>Students – BT Staff - TP</i></p>
<p><i>1.2 Two new initiatives– Mental Health Support Teams and Art as Therapy – to be successfully introduced to the school and having positive impact</i></p>	<p><i>BT</i></p>
<p><i>1.3 First year of two-year plan to train all staff in Mental Health First Aid to be successfully achieved. The impact this work increasingly noticeable in relation to care for students, care for colleagues and staff self care</i></p>	<p><i>TP</i></p>
<p><i>1.4 Areas highlighted for action from student online pupil survey (carried out in July 2019) and staff wellbeing survey (July 2019) to be addressed</i></p>	<p><i>Students – BT Staff – TP</i></p>



Milestone points and KPIs for this Action Plan:

- Where appropriate it is good practice to have interim ‘milestone’ KPIs to measure progress towards your success criteria

By End of December	By End of April	By End of July
<p>The 5 ways to wellbeing will have been effectively mapped across key aspects of the school year (e.g. whole school calendar, assemblies, social wellbeing curriculum, staff CPD and Inset) so that opportunities to refer back to this framework are regular and “unforced”. Particular emphasis will be placed on the concepts of “connect” and “give”.</p> <p>Our MHST (as part of the trailblazer project) will be established and known within school. An effective referral system will have been established and an initial review of impact will take place at the end of term 2.</p> <p>Art as Therapy will also be “established and known” with a similar process for referral and reviews established.</p> <p>The next tranche of staff will have had their two day MHFAT which will have been effectively calendared with the least disruption.</p> <p>Individual actions plans will have been produced to tackle key areas identified from student and staff surveys in July 2019. Feedback from RLT SIP</p>	<p><i>Mapping of the “5 ways to wellbeing” will mean that these concepts continue to have meaning and resonance across the school (in a way which is sustainable).</i></p> <p><i>Further reviews of the impact of MHST and Art as Therapy will reflect continued and genuine impact for the children who are the target of and who benefit most from these initiatives.</i></p> <p><i>The next tranche of staff will have had their two day MHFAT. By this point there will be enough staff trained to fully review their evaluations of training and adapt accordingly.</i></p> <p><i>Action plans for the areas highlighted from the student and staff surveys will be subject to initial review using the www/ebi format. Next steps will be highlighted.</i></p>	<p>Further mapping until the end of the academic year with appropriate review to allow improvement / enhancement of this work into 2020-21.</p> <p>First annual review of impact of MHST and Art as Therapy will provide positive evidence reflecting a) number of students receiving an intervention b) case studies to show the impact of the intervention on individuals and groups.</p> <p>Further groups of staff to have their MHFAT.</p> <p>Action plans for the areas highlighted from the student and staff survey will be nearing completion and reviewed using www/ebi. Further staff and student surveys to be completed in July to provide some initial comparative data.</p> <p>Opportunity at this stage to seek some external review including in the context of Carnegie Centre of Excellence Award and Inclusion Quality Mark.</p>



<p>(e.g. through Autumn Report to SIC) will report appropriate progress to date in these highlighted areas.</p> <p>Cherwell to have hosted a mini conference – <i>Mental Health and Wellbeing in Schools – towards a whole school strategy.</i></p>		
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Specific Actions What we will do?	Owner	Resource What do we need (as well as time)?	Timescale / when happening / Deadline
Build 5 ways to wellbeing into key aspects of whole school a) whole school calendar	TP		July 2019
b) Professional learning Calendar	LC		Sep 2019
c) Assemblies and Collective time	BT	Can use SLT time to effectively pull the strands together	July 2019
d) Induction, Inset and start of term arrangements	TP/BT		July 2019
Review consistency and completeness of posters etc across the school	TP	Small budget to replace posters etc	July 2019
Increase awareness and engagement with our MHWB policy	TP		From July 2019
Carry out and evaluate findings from whole staff MHWB questionnaire – produce action plan as a result	TP	Agreed final version of questionnaire	July 2019
Carry out and evaluate findings from online student survey – produce action plan as a result	BT		July 2019
Formally introduce our MHST (Mental Health Support Team) to staff, students and parents	BT		Inset –Sept 2019



Specific Actions What we will do?	Owner	Resource What do we need (as well as time)?	Timescale / when happening / Deadline
Establish and equip a Base for our MHST and North site counselling space	BT	Base to be established / equipped – new office space next to resources	July 2019
Refine and publish the referral process for our MHST	BT		Sept 2019
Formally introduce our Art as Therapy initiative to staff, students and parents	BT		Sept 2019
Establish and equip a Base for Art as Therapy	BT	Base to be established / equipped – small room of rugby clubhouse	Sept 2019
Carry out initial reviews of the impact of MHST and A as T	BT	Time at SLT and SIC to be set aside	Dec 2019
Calendaring of MHFAT to provide least disruption	PDs and TP		July 2019
Host a mini conference : <i>Mental Health in Schools – towards a whole school strategy</i>	CP	Needs to be planned around availability of space	Oct 2019 or Jan 2020
Full review of feedback from MHFAT and next steps highlighted	BT		Feb 2020
Review of our social wellbeing curriculum – are the “5 ways” prominent enough? (with a particular focus on Sixth Form)	LA		From July 2019
Review our GCSE option programme on wellbeing grounds – Would 3 options make more sense than 4?	TH		From July 2019
Utilise staff wellbeing advocates at both a school and RLT level	TP		From Sept 2019
Re-shape the staff wellbeing group so that it provides access to specific areas of expertise and support	TP		From Sept 2019
Review our approaches to audit online student web searches in school	BT	Potential financial commitment to get the best online tracking software	From July 2019
Review best approaches to extend the reach and impact of our termly wellbeing letter to parents and carers	BT	Could possibly link more directly to introduction of new website	From July 2019



Other Priorities

1. Priority: Attendance and Achievement	Overall SLT Lead: PDs/ LA	Governing Body Committee / Link Governor: SIC
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Overall Success Criteria for Action Plan	Staff responsible e.g. where priority has more than one aspect to support overall aim
1.1 <i>Meeting targets for all progress and achievement</i>	KS4 – PDs KS5 – LA
1.2 <i>Meeting targets for attendance</i>	PDS
1.3 <i>Introduce a new strategy to improve attendance for vulnerable students in Yr7</i>	PDS

1. Priority: Behaviour and Safety	Overall SLT Lead: BT	Governing Body Committee / Link Governor: SIC
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Overall Success Criteria for Action Plan	Staff responsible e.g. where priority has more than one aspect to support overall aim
1.1 <i>Increased use of assembly time to explicitly instruct students in how to avoid significant sanctions/consequences</i>	BT
1.2 <i>Full implementation of CPOMS</i>	BT



1.3 <i>Search for innovative best practice in relation to drugs education (especially for 6th Form students)</i>		BT
1. Priority: Curriculum and CEIAG	Overall SLT Lead:	Governing Body Committee / Link Governor: SIC

Overall Success Criteria for Action Plan	Staff responsible e.g. where priority has more than one aspect to support overall aim
1.1 <i>Achieve investors in Careers Award</i>	Jji
1.2 <i>Review and commit to a long term strategy for EBACC at KS4</i>	TH
1.3 <i>Review and update our CAT Policy with a particular focus on vulnerable learners</i>	LC
1.4 <i>More opportunities for academic competitions / prizes across the curriculum</i>	TH
1.5 <i>Preparation for the new Sex and Relationships curriculum introduced from Sep 2020</i>	TH



1. Priority: Data Assessment and Reporting	Overall SLT Lead:	Governing Body Committee / Link Governor: SIC
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Overall Success Criteria for Action Plan	Staff responsible e.g. where priority has more than one aspect to support overall aim
1.1 <i>Improve our use of Yr 7 benchmark data</i>	<i>TH</i>
1.2 <i>Full analysis of the nature / range / type of C3 sanctions with the aim to reduce the overall number (focus KS3)</i>	<i>JJi with CF</i>
1.3 <i>Re-clarify the concept of professional predictions in the language of “most likely grades” (MLGs)</i>	<i>TH</i>
1.4 <i>Reshape our internal data hub so that it is manageable and provides access to the most important data for impact</i>	<i>TH/CF</i>



1. Priority: IT	Overall SLT Lead:	Governing Body Committee / Link Governor: Resources
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Overall Success Criteria for Action Plan	Staff responsible e.g. where priority has more than one aspect to support overall aim
<i>1.1 Introduce a new website and improve the effectiveness of its use</i>	<i>CP</i>
<i>1.2 Full review of IT Strategy in the context of new RLT Director of IT position</i>	<i>CP/ES</i>

1. Priority: Learning and Teaching	Overall SLT Lead: LC	Governing Body Committee / Link Governor: SIC
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Overall Success Criteria for Action Plan	Staff responsible e.g. where priority has more than one aspect to support overall aim
<i>1.1 Review our procedures for learning walks (purpose, process, impact)</i>	<i>LC</i>



1. Priority: Partnerships	Overall SLT Lead:	Governing Body Committee / Link Governor:
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Overall Success Criteria for Action Plan	Staff responsible e.g. where priority has more than one aspect to support overall aim
1.1 <i>Collaborate with the SCITT to pilot new innovative approaches to teacher education (including a two year “TA then teach” programme</i>	CP/PG
1.2 <i>Support the introduction of the new “Friends of Cherwell” and parental contribution scheme</i>	CP
1.3 <i>Closer liaison with City of Oxford College to support transition of ex Yr11 students, increasing retention rates.</i>	CP

1. Priority: PP / Sixth Form Bursary	Overall SLT Lead:	Governing Body Committee / Link Governor: SIC
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Overall Success Criteria for Action Plan	Staff responsible e.g. where priority has more than one aspect to support overall aim
1.1 <i>Increase the number of PP students following an EBACC curriculum at KS4</i>	CP
1.2 <i>Increase the number of PP students undertaking and completing the Duke of Edinburgh Award at Bronze, Silver and Gold levels</i>	CP



<p>1.3 <i>Increasing the number of former PP / 6th Bursary students applying to, receiving and accepting offers from Oxbridge</i></p>	<p>LA</p>
<p>1.4 <i>Provide all students who access the 6th Form Bursary with an agreed set of entitlements</i></p>	<p>LA</p>

<p>1. Priority: Professional Learning</p>	<p>Overall SLT Lead: LC</p>	<p>Governing Body Committee / Link Governor: SIC</p>
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<p>Overall Success Criteria for Action Plan</p>	<p>Staff responsible e.g. where priority has more than one aspect to support overall aim</p>
<p>1.2 <i>Build “advanced” approaches to modelling more directly and explicitly into our Professional Learning Calendar</i></p>	<p>LC</p>

<p>1. Priority: Reading</p>	<p>Overall SLT Lead:</p>	<p>Governing Body Committee / Link Governor:</p>
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<p>Overall Success Criteria for Action Plan</p>	<p>Staff responsible e.g. where priority has more than one aspect to support overall aim</p>
<p>1.1 <i>Introduction of better systems to monitoring the reading of vulnerable students at KS3</i></p>	<p>LC</p>
<p>1.2 <i>Make reading as “pre-learning” the default approach to homework at KS3</i></p>	<p>TH</p>
<p>1.3 <i>Clear guidance and support to parents about how to build and maintain a culture of reading at home</i></p>	<p>LC</p>



1. Priority: SEND, HA, EAL	Overall SLT Lead: MHS	Governing Body Committee / Link Governor: SIC
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Overall Success Criteria for Action Plan	Staff responsible e.g. where priority has more than one aspect to support overall aim
<i>1.1 Provide more high quality training specifically on supporting students who have ASD</i>	<i>MHS</i>
<i>1.2 Develop better systems to support 7 Stars students as they move into Yr8 and beyond</i>	<i>MHS</i>

1. Priority: Student Experience	Overall SLT Lead:	Governing Body Committee / Link Governor: SIC / Resources
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Overall Success Criteria for Action Plan	Staff responsible e.g. where priority has more than one aspect to support overall aim
<i>1.1 Year 2 of full mapping of assembly themes and matching tutor activities</i>	<i>BT</i>
<i>1.2 Creation of new Cherwell "football hub" with its focus on supporting girls football</i>	<i>CP</i>



1. Priority: Whole School Leadership	Overall SLT Lead:	Governing Body Committee / Link Governor:
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Overall Success Criteria for Action Plan	Staff responsible e.g. where priority has more than one aspect to support overall aim
1.1 <i>Clearer articulation of what it means to be part of The Cherwell School, our culture and why we value it</i>	<i>CP</i>
1.2 <i>Establish new "Senior Support Staff Leadership Team"</i>	<i>CP/TP</i>



Appendix 1: Whole School Attainment and Progress Targets for current year

GCSE

Progress 8 greater than 0.5 (PP and Non-PP)

Attainment 8 of at least 60/Grade B (All) and at least 50/Grade C (PP) At least 80% Grade 4 and above English and Maths (All) and at least 70% (PP)

At least 70% Grade 5 and above English and Maths (All) and at least 60% (PP)

GCSE Progress Targets

Progress 8 greater than 0.5 (PP and Non-PP) in all elements

- English
- Maths
- EBACC.
- “Open”

A Level

Minimum Alps grade 3

L3VA = in top 25% of providers (greater than 0.10)

%A*-A: 40%

%A*B: 70%

%A*E: 99%

Retention Rate: at least 95%

KS3

85% Secure*

*The target of 85% means the proportion of students who we want to average ‘secure’ or above on Ebacc subjects at KS3 (English, Maths, Science, History, Geography, MFL)



Appendix 2: Working together in RLT – Strengths and Training Needs

Key Strengths of the school which could bring expertise/capacity/support to other schools in RLT

Outline in this table any key strengths in the school and if you have expertise and/or capacity to share with other schools in the Trust
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English- Piloting RLT wide initiative to enhance curriculum and improve outcomes
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KS4 attainment and achievement (especially in relation to Ebacc subjects)

Areas where training / input / expertise would be valued from either other RLT schools or from beyond the Trust
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Outline in this table any training needs which may be met from other schools in RLT or from other providers (which may be accessed by other RLT schools)
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Greater support for non-core/non-Ebacc subjects at KS4- Emphasis on effective subject management and assessment

Sixth Form- Areas of best practice in relation to achievement, data monitoring, wellbeing and culture

Appendix 3: Key points summary regarding implementation of Improvement plans

- Priorities chosen for the Improvement Plan must link to the school's SEF
- The priorities of the SIP should be clear, coherent and easily remembered by all staff
- Priorities must be supported by more detailed action plans with clear staff ownership and accountability – see model action plans for guidance
- Middle leaders must develop their own action plans to ensure action and impact on their priorities, which should support school priorities – these are reviewed under agreed regular timescales with SLT
- The focus must always remain on IMPACT (i.e. the success we want to achieve) rather than completion of a task for the sake of it
- Interim evaluations must be carried out under agreed regular timescales (with Headteacher / at SLT / with governors) to ensure items do not slip and where appropriate to allow the plan to flex – see model action plans for guidance