

School Improvement and Development Plan (SIDP)



September 2018 – September 2020

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Section 1: Introduction to the improvement plan and context of the School and its pupils

Prospect School is a well established comprehensive school to the west of Reading, Berkshire. It enjoys a large and pleasant site and accommodation is generally of a good standard. The School presently has slightly more boys on roll than the national average at 54.9% (National Average 50.7%). Prospect School also has a specialist Resource Base for students with Moderate Learning Difficulties, developed as part of Reading LA's inclusive education strategy. This provision has capacity for six students in each year group, who have an EHCP with MLD as the primary area of need. At present there are 27 students who access this provision, accessing up to 80% of mainstream curriculum.

- 3.3% of students at the School are in receipt of a statement of special education needs (SEN) or educational, health and care plan (EHCP), this is very slightly lower than the national average (3.9%). In addition a further 12% of the student population have additional SEN support (K).
- 31.7% of students at the School has English as an additional language. This is significantly higher than the national average (15.7%). The predominant home languages other than English at the School are Polish, Arabic, Urdu plus also Portuguese, Romanian, Italian and Spanish.
- 40.6% of students at the School are in receipt of pupil premium, which is significantly higher than national average (29.3%).

The School serves an area of socio-economic deprivation, drawing students predominantly from a wide range of areas in Reading, predominantly Tilehurst, Southcote and Coley. The current IDACI score for the local area puts the school in the lowest 50% or below. The School's intake is highly diverse with the significant majority of students coming from Black Caribbean, Black African, White other and Mixed other heritage. The current intake of students have KS2 APS scores below national and local figures, which indicates a wide spread of attainment and ability.

- The School is a Single Academy Trust. The Chair of Governors has held her role since September 2016.
- The School was last inspected by Ofsted in September 2016, receiving an overall judgement of 'Requires Improvement', although was rated 'Good' in Leadership and Management, Personal Development, Behaviour and Welfare and 16-19 Provision.
- The Headteacher has been on long-term sick leave since October 2018. One of the Deputy Headteachers, who is currently Acting Headteacher has been at the school since January 2014, the other since September 2015.
- The Senior Leadership Team has four Assistant Headteachers, all of whom have been at the school for over ten years. This is a reduction of 3 Assistant Headteachers since September 2016. Since the start of this academic year, three Associate Senior Leaders have been appointed from the Middle Leadership team for a secondment of one year (in the first instance) to broaden the capacity of the leadership team, provide them with experience, and to ensure continuity for the future.
- Despite being the first local authority beyond the fringe, staffing remains fairly stable, and recruitment and retention, whilst challenging, has not significantly affected the day to day functions of the school. The Head Of English was newly appointed in September 2017, the Head of Maths in June 2018, and the Head of Science has been Acting since June 2018 (now substantive).
- The local authority (Reading) is a unitary authority, which itself faces many challenges. Children's Social Care has been in Special Measures for a number of

Section 2: A summary of the SIP themes and objectives for

Prospect School Improvement Plan 2018-19				
 Clear and purposeful leadership	 Exceptional behaviour	 Excellent progress and outcomes	 Accurate and precise planning and differentiation	 Consistent marking and feedback
<ul style="list-style-type: none"> Support and develop new to post senior and middle leaders to ensure that they can have real impact in the School's drive to improve. Develop middle and senior leaders to ensure that they are rigorous and accurate in their evaluation and monitoring. Leaders at all levels show a clear understanding of their area of responsibility, with rigorous plans to drive forward improvement. Develop the School's relationship with external partners and other stakeholders and the School staff to work together harmoniously. 	<ul style="list-style-type: none"> Embed the new School behaviour for learning policy, to ensure that low level disruption in lesson is eradicated. Reduction in PEx to 0% in 2018/19 Academic Year. Reduction in use of FTE to ensure in line with at least National Average for 2018/19. Development of Alternative Provision for students at risk of PEx (RIG -Resilience, Integrity, Growth) Partnership with Ufton Court to support students needing AP Development of a comprehensive and intensive values-based resilience programme to change the culture at the School amongst students and staff. Significant reduction of at least 75% in instances of bullying and use of derogatory language by May 2019. 	<ul style="list-style-type: none"> KS4 outcomes to have P8 figure of at least +0.1. 9-4 'standard pass' in E&M of at least 63% 9-5 'strong pass' in E&M of at least 42% In KS3, 80% of students in each year group making at least expected progress from starting points in Maths & English In KS3, 40% of students in each year group making better than expected progress in Maths & English Assessment cycle takes place at 3/5 stages over academic year, with rigorous quality assurance and moderation internally and externally to validate judgements. Strong tracking and intervention systems in place to identify emerging trends and gaps in progress and achievement by December 2018. 	<ul style="list-style-type: none"> 100% of lessons visited by May 2019 have appropriate levels of support and challenge. Development and embedding of precision planning model with fortnightly curriculum area co-planning sessions informed by student data. All teachers to have completed TEEP, and a further cohort to have progressed to Level 2 to ensure continuation of this. Focused approach to lesson planning, using TEEP. 100% of lessons visited evidencing adherence to TEEP by January 2019. Development and sharing of best practice planning through Monday briefing and CPD programme. Continued development of partnership with Driver Youth Trust to support literacy across the curriculum; all teachers using 	<ul style="list-style-type: none"> Implementation and embedding new marking and feedback policy across the School driven by middle leaders. 100% of marking and feedback in the 2017/18 academic year follows departmental policy, with clearly evidenced marking and feedback points. 80% of marking and feedback to be at least 'good' and coupled with high quality student responses by March 2019. 0% of marking and feedback to be inadequate by March 2019. 100% of curriculum areas, have an accurate understanding of the quality of feedback and marking and its impact on progress in their area.

	<ul style="list-style-type: none"> Attendance figures at least at 95% by May 2017 with PA reduced to 10%. 	<ul style="list-style-type: none"> Pupil Premium, EAL, SEND progress to be in line with others with narrowing gap of no more than 5%. Y7 Catch Up funding 95% of those in receipt have made at least 12-18 months progress 	<p>the Frayer model and a focus on spelling techniques for all.</p> <ul style="list-style-type: none"> Clear school wide strategy and focus for More Able students, with 50% of them reaching Target Plus (FFT25) 	
				
<p>Inspiring learning and teaching</p>	<p>Developed values and ethos</p>	<p>Revised curriculum and assessment model</p>	<p>Communication</p>	<p>Ensuring a successful and viable sixth form provision</p>
<ul style="list-style-type: none"> 85% of learning and teaching over time to be typically 'good' or better by May 2019. 0% of learning and teaching over time to be typically 'inadequate' by May 2018. 100% of colleagues whose practice over time requires improvement on a robust and time focused support programme (4 weeks in length) to improve their practice. Programme of induction for new teachers and those new to the profession is strong and succeeds in retaining at least 90% of new colleagues into following academic year. Development of PGCE and ITT pathways with Reading University, Two Counties Teaching Alliance and Brighton University to develop existing staff as mentors and fill 	<ul style="list-style-type: none"> Development and embedding of the School's ethos and values into school ethos – Aspire, Believe, Achieve 100% of staff, students and stakeholders identifying the School values and vision and showing evidence of how these are lived on a daily basis. 75% reduction in complaints by members of the local community regarding Prospect students behaviour and conduct before and after school hours. 60% improvement in students' sense of pride in their School in pupil voice surveys by May 2019. Increase in first choice preferences for Sept 2019 to 150 and 200 accepted places by June 2019. 	<ul style="list-style-type: none"> Development and implementation of a revised approach to KS3 progress and assessment which is readily understood by students and parents by Easter 2018. Review of curriculum offer at KS4 to ensure this is meeting the needs of our students. Clearly shared curriculum plans and assessment dates with students, parents and carers on School website and in School termly communications. In KS3, 80% of students in each year group making at least expected progress from starting points in Maths & English In KS3, 40% of students in each year group making better than expected progress in Maths & English 	<ul style="list-style-type: none"> Continue with rebranding and marketing of the school within the school and wider community. All staff to be using new logo and communication materials by October 2018. Improved communication with parents – new messaging and information system to be in place by December 2018 Review of all software communication packages that are used in school to ensure they provide all stakeholders with the means they need for effusive communication and sharing of information Development of a Prospect Parents and Community Association, to be up and running by January 2019. 	<ul style="list-style-type: none"> Successful costing and planning of appropriate sixth form offer in place for delivery in September 2019. Complete Sixth Form review to ensure that we are offering a range of courses to meet the needs of our students. Promotion and recruitment of students internally and externally to Prospect School Sixth Form. Minimum of 90 students enrolled successfully into Y12 for September 2019.

<p>80% of relevant vacancies for the following academic year with 'in house' trained staff. Clear progression routes and opportunities in place for support staff who wish to train as teachers.</p>	<ul style="list-style-type: none"> Greater resilience amongst students evidenced by improved attendance (95%) 		<ul style="list-style-type: none"> Repositioning of Prospect School within the local community so we are well respected and well regarded by our neighbours and other stakeholders Development of strong partnerships and relationships with our local feeder primary schools to include sharing of resources and facilities. 	
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Section 3: Key Performance Indicators (KPIs)

Summary of Key Performance Indicators & targets 2018 (target vs Actual) and 2019 (Target/Target Plus)		2018 Target	2018 Actual	2019 Target	2019 Actual
KS5 Outcomes In Year 13	A Level Average total point score per student	114.31	52.38	61.43	
	A Level Average point score per entry	30.09	21.49	22.23	
	% Achieving A*-B (A2 grades)	11	16.7	6	
KS4 Outcomes in Year 11	% 9- 7 Basics in English and Maths	4.0	5.3	3.8	
	% 9-5 Basics in English and Maths (strong	22.9	24.2	32.4	
	% 9-4 Basic in English and Maths (standard	47.6	43.6	54.2	
	% 5 (4-9) inc En & Ma Pupil Premium	35.1	28.4	35.7	
	% 5 (4-9) inc En & Ma Non PP (standard pass)	49.7	37.3	55.8	
	% 5 (4-9) Inc En & Ma All (standard pass)	44.9	34.4	48.7	
	% 9-4 English (standard pass)	55.1	49.3	63.9	
	% 9-5 English (strong pass)	30.8	30.0	14.6	
	% 9-7 English	4.8	7.9	5.0	
	% 9-4 Maths (standard pass)	50.7	55.1	56.7	
	% 9-5 Maths (strong pass)	28.2	34.4	36.6	
	% 9-7 Maths	6.2	6.2	6.3	
	Attainment 8	33.54	34.13		
	Progress 8	-0.275	-0.0578	-0.252	
	Attaining Ebacc (standard)	24.2	17.6		
Attaining Ebacc (strong)	34.9	12.6			
Attaining Ebacc (9-7)	11.0	11.0			
KS3 Outcomes in Year 8*	% Mastering in English		2.8		
	% Secure in English		17.3		

	% Developing in English		62.0		
	% Emerging in English		97.8		
	% Mastering in Maths		13.4		
	% Secure in Maths		21.8		
	% Developing in Maths		35.2		
	% Emerging in Maths		80.4		

Summary of Key Performance Indicators & targets 2018 - 2019			2018 Target	2018 Actual	2019 Target	2019 Actual
Quality of Teaching, Learning & Assessment	% Outstanding	Secondary				
		Sixth Form				
	% Good or better	Secondary				
		Sixth Form				
	% Inadequate	Secondary				
		Sixth Form				
Attendance	% Attendance Year 7		95	92.99		
	% Attendance Year 8		95	92.27		
	% Attendance Year 9		95	90.77		
	% Attendance Year 10		95	90.63		
	% Attendance Year 11		95	85.61		
	No students Persistent Absence Years 7			34		
	No students Persistent Absence Years 8			50		
	No students Persistent Absence Years 9			54		
	No students Persistent Absence Years 10			72		
	No students Persistent Absence Years 11			97		
	% KS5 attendance Year 12			75	50.87	
% KS5 attendance Year 13			75	35.77		
Personal Development, Behaviour & Welfare	% Good or better BfL in lessons	Secondary	70	76	80	
	Av no of fixed term exclusions per term	Secondary	40	30	35	

	Number of permanent exclusions per year	Secondary	0	2	0	
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* Students in the Bridge do not meet 'emerging'

Section 4: A summary of the key outcomes/success criteria mapped against each strand of the current Ofsted framework

Ofsted framework area/Focus heading	Strategic key outcomes for this year:
<i>Effectiveness of leadership and management, including governance</i>	<ul style="list-style-type: none"> Develop middle and senior leaders to ensure that they are rigorous and accurate in their evaluation and monitoring. Leaders at all levels show a clear understanding of their area of responsibility, with rigorous plans to drive forward improvement. Ensure that the school is outward looking and engaging with an appropriate range of support and collaboration through a range of partnerships. Ensure that communication with all our stakeholders is timely and effective and that there is sustained engagement with parents, students, staff and the local community
<i>Quality of teaching, learning and assessment</i>	<ul style="list-style-type: none"> 85% of learning and teaching over time to be typically 'good' or better by end of 2018/19, with 0% inadequate practice and robust, timely programmes of support for those who have a typicality over time of requires improvement. 100% of lessons visited by end of 2018/19 have appropriate levels of support and challenge. Implementation and embedding new marking and feedback policy across the School driven by middle leaders, leading to 100% adherence with 80% of marking deemed good or better in successive book looks. Programme of induction for new teachers and those new to the profession is strong and succeeds in retaining at least 90% of new colleagues into following academic year. A full curriculum review, for all key stages is undertaken and outcomes implemented fully by September 2019.

Personal development, behaviour and welfare	<ul style="list-style-type: none"> • A full behaviour strategy review is undertaken, and findings implemented by April 2019 at the latest. • Reduction in PEx to 0% in 2018/19 Academic Year. • Reduction in use of FTE to ensure in line with at least National Average for 2018/19. • Development of a comprehensive and intensive values-based programme to change the culture at the School amongst students and staff, focused on improving resilience and respect as core themes • Significant reduction of at least 75% in instances of bullying and use of derogatory language by May 2019. • Attendance figures at least at 95% by May 2019 with PA reduced to 10%.
Outcomes for pupils	<ul style="list-style-type: none"> • KS4 outcomes in Summer 2019 as close to target as possible: P8 figure to be positive. • Basics measure in Summer 2019 in line with FFT 50: 9-4 'standard pass' in E&M of at least 77%, 9-5 'strong pass' in E&M of at least 42% • By end of Summer 2019, in KS3, 80% of students in each year group making at least expected progress, and 40% making more than expected progress from starting points in Maths & English • Assessment cycle takes place at 5 stages over academic year, with rigorous quality assurance and moderation internally and externally to validate judgements. • Outcomes for More Able students to be as close as possible to target, with at least 25% reaching Target Plus (FFT25) • The gap between Pupil Premium and their non-disadvantaged peers to continue to narrow.
Sixth Form Provision	<ul style="list-style-type: none"> • A full review of 6th form provision is undertaken, to ensure that the 6th form remains viable and sustainable, with enough student numbers for this • An appropriate range of courses including Level 3 and Level 2, both academic and vocational are offered in the 6th form • All Year 13 students meet their ALPs targets

Evidence of accountability against each key outcome/priority will be evidenced/recorded, e.g. within CPD, Departmental Folders, Staff briefings, SLT minutes/records, and monitoring records.