

Cambridge School Improvement Plan 2021-2022



Priority 1: To ensure that the curriculum offer is broad, deep, and personalised to meet the needs of every learner

Action	Methods	Responsibility	Milestones	Impact Evaluation	Progress- Jan 2022
<ul style="list-style-type: none"> Embedding and evaluation of new Cambridge curriculum launched in 2020-2021 which is theme based focusing on functionality and cross-curricular links and connectivity Firefly virtual education platform updated, refreshed and used consistently across the school enabling home learning and a blended approach in case of school closures/persistent absence Life Skills units written and differentiated for each Pod 	<ul style="list-style-type: none"> Training at INSET and monitoring of delivery by pod leads All students re-assessed and baselined in English and Maths so teaching can be targeted to address gaps Thematic curriculum extended and enriched and all planning to meet these enhanced expectations is collaborative and shared across pod Training for all staff, pupils and parents (if requested) in Firefly applications 	<ul style="list-style-type: none"> AC and HGB lead / all of SLT 	<ul style="list-style-type: none"> Baseline data benchmarked and used by teachers to target interventions and plan curriculum delivery accordingly end of Oct 2021 Student and Parent Surveys to assess transition to new school by end Oct 2021 Plans for learning are clear, coherent and consistent allowing for continuity and connectivity in learning. Moderated by SLT termly 	<ul style="list-style-type: none"> Stakeholders feel consulted and valued. Feedback from participants positive, high levels of engagement Data used to develop a curriculum strategy for each learner/class/pod Students make good or better progress due to more joined up content and context for learning. Onwards and Upwards data demonstrates progress Feb, Apr and June 2022 	
<ul style="list-style-type: none"> Constructing and implementing a personalised curriculum map and provision including offsite learning and college placement / work experience at KS4 Ensure that the curriculum is varied and accessible to learners in each pod, making sure that learning is applied functionally and connections are made with the real world 	<ul style="list-style-type: none"> Every learner has a personalised provision map and pathway Detailed analysis of individual needs through interviews, EHCP's Tailored and bespoke work experience and college taster experience External audits to assess school's strengths and weaknesses by KT, John Kipps new SIP and Challenge Partners Implementation of audit findings MDT input to ensure holistic approach Preparing for Adulthood curriculum embedded throughout learning 	<ul style="list-style-type: none"> AC and HGB lead / all of SLT 	<ul style="list-style-type: none"> By Dec 2021 each student has a provision map and pathway destination formalised and shared By June 2022 curriculum for next academic year published, pod system refined and tailored recruitment/staffing/timetable to meet individual needs 	<ul style="list-style-type: none"> Provision Maps understood and shared with all stakeholders KS4 college and work experience programmes have positive evaluations from pupils, parents and staff Enrichment and Life Skills units fully accredited with at least 80% success rates 	
<ul style="list-style-type: none"> Evaluating the impact of the curriculum review on learner experience, attitudes and progress 	<ul style="list-style-type: none"> Data analysis of progress across the curriculum feeding into EHCP, school reports and parental / pupil meetings 	<ul style="list-style-type: none"> AC and HGB lead / all of SLT 	<ul style="list-style-type: none"> More students achieving their targets on both academic and non-academic subjects, 80% achieved across the board 	<ul style="list-style-type: none"> Data analysis demonstrates progress consistent across both academic and non-academic learning and subjects 	

Cambridge School Improvement Plan 2021-2022



Priority 2: To ensure that high quality teaching is targeted to meet the needs of every learner, enabling them to make excellent progress across all subjects and equipping them with the tools and skills to progress to the next stage of their education

Action	Methods	Responsibility	Milestones	Impact Evaluation	Progress- Jan 2022
<ul style="list-style-type: none"> Quality assurance systems are reviewed and modified within the Pod School Organisation system to ensure focused observations and targeted feedback to teachers 	<ul style="list-style-type: none"> Paired lesson observations between AC and pod leaders to ensure consistency in judgments Teaching and learning interventions delivered / coordinated by pod leader with in-depth knowledge of pod needs and characteristics External Quality Assurance by LA, SIP and Challenge Partners 	<ul style="list-style-type: none"> AC lead / all of SLT 	<ul style="list-style-type: none"> Teaching outcomes across the pods at least 'good' – Jan 2022, April 2022 and July 2021 Outstanding teaching observed in pod as the norm by July 2022 	<ul style="list-style-type: none"> Internal judgments are consistent and benchmarked / moderated at SLT External Judgments verify school leaders' assessments Challenge Partners Nov 2021, School Improvement Partner April 2022 and July 2022 	
<ul style="list-style-type: none"> Data is at the heart of school improvement and is analysed effectively to inform teacher planning and learner interventions Ensuring that the implementation and use of ASD and SEMH strategies where appropriate in order to provide a differentiated curriculum which is accessible to learners with ASD, SEMH and similar needs 	<ul style="list-style-type: none"> Onwards and Upwards data shared at regular and individual pod meetings Pod leaders plan, implement and evaluate a raft of academic and non-academic interventions in a targeted way SEMH audit Mandatory training and workshops for all staff delivered by specialists including OT, SALT and EP Regular learning walks to evaluate student progress and staff knowledge Total communication approach and low arousal environment Specific data analysis of ASD and SEMH learners' progress across the curriculum 	<ul style="list-style-type: none"> HGB lead and all SLT 	<ul style="list-style-type: none"> All learners making at least good progress in academic subjects Interventions are mapped and analysed, all learners benefit by making progress Ongoing training and refreshers for all staff 2021-2022 Training schedule is pod and condition/need specific 	<ul style="list-style-type: none"> Case studies published and disseminated Individual learners' journeys publicised 	
<ul style="list-style-type: none"> Learner progress across all subjects is robustly monitored by pod leaders to cut down on in-school variation, ensuring greater consistency 	<ul style="list-style-type: none"> Scrutiny of data to look for zig-zagging, spiky profiles Teacher meetings to discuss findings Shared planning in pods to improve teacher confidence across the curriculum 	<ul style="list-style-type: none"> All of SLT 	<ul style="list-style-type: none"> Gaps in individual performance narrowed Planned interventions have helped to retrieve variations 	<ul style="list-style-type: none"> Data shows that the vast majority of learners have a consistent progress profile with at least 80% making good progress across the board 	

Priority 3: To ensure that leadership is distributed across the school, increasing capacity and embedding a positive coaching culture

Action	Methods	Responsibility	Milestones	Impact Evaluation	Progress- Jan 2022
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Cambridge School Improvement Plan 2021-2022



<ul style="list-style-type: none"> Pod structural system embedded to strengthen organisational clarity, communication and consistency and building leadership capacity 	<ul style="list-style-type: none"> Pod system embedded 2021-2022 and ND Team meetings and improved line management structure to hold all staff to account, tailored training Regular coaching and mentoring 	<ul style="list-style-type: none"> AC and ND lead / all of SLT 	<ul style="list-style-type: none"> Line Management meetings formalised and recorded and reviewed – show improvements in performance lesson observations 	<ul style="list-style-type: none"> Line management systems are clear Impact is seen in improved teaching and learning outcomes Improved staff morale, recruitment and retention 	
<ul style="list-style-type: none"> Coaching introduced as powerful tool for school improvement, building a culture of improvement through dialogue and support External leadership coach contracted to develop and support coaching of leadership at all levels 	<ul style="list-style-type: none"> Leverage Coaching strategies introduced whole school INSET Leverage Coaching structure and programme introduced Autumn 2021 and part of everyone's practice and professional development 	<ul style="list-style-type: none"> AC and ND lead / all of SLT Barney Tremblay 	<ul style="list-style-type: none"> Leverage Coaching timetabled Autumn 2021 All staff to have engaged and self-assessed Spring 2022 and Summer 2022 	<ul style="list-style-type: none"> Evaluations show positive engagement and identified improvements Pod leaders' evaluations of team performance measure efficiency, improved teaching and learning outcomes. 	
<ul style="list-style-type: none"> Identifying and developing future leaders at all levels across the school 	<ul style="list-style-type: none"> All teaching staff choose an area of whole school improvement to work on UPS teachers have allocated and dedicated leadership responsibility CPD tailored to develop future leaders 	<ul style="list-style-type: none"> AC and ND lead / All of SLT 	<ul style="list-style-type: none"> Line management demonstrates progress against agreed leadership targets Leaders enrolled and succeeding on nationally accredited courses 	<ul style="list-style-type: none"> Distributed leadership ensures all staff have stake in school improvements, can demonstrate their contribution through improved outcomes School Improvement Partner reports Spring / Summer 2022 	
<ul style="list-style-type: none"> Performance Development ensures improved accountability and is lived and breathed and not just laminated, ensuring that it is pragmatic and flexible enough to be meaningful in a potentially disrupted and fragmented school landscape 	<ul style="list-style-type: none"> Performance Development relaunched with all staff given this vital tool. Clear lines of accountability with PD of support staff delegated to pod leaders and teachers Online recording system Blue Sky launched with clear templates ensuring clarity and consistency., Consistent monitoring and moderating of standards by SLT 	<ul style="list-style-type: none"> AC and ND lead / All of SLT 	<ul style="list-style-type: none"> All staff trained in target setting Review meetings are recorded and outcomes moderated at SLT Interventions mapped 	<ul style="list-style-type: none"> Outcomes are met consistently as pod leaders have more control and power to intervene / support 	

Priority 4: To develop a Nurture Provision for SEMH KS3 learners to drive academic progress through deep social and emotional development strategies, extending the principles to the wider school

Action	Methods	Responsibility	Milestones	Impact Evaluation	Progress- Jan 2022
<ul style="list-style-type: none"> To establish two fit for purpose Nurture KS3 classrooms following the 	<ul style="list-style-type: none"> To train key stakeholders in the pedagogy; teachers. HLTAs, TAs and SLT 	<ul style="list-style-type: none"> ND, JO and AS 	<ul style="list-style-type: none"> Nurture classes launched Sep 2021 Learning Walks and Observations by ND and Ep 	<ul style="list-style-type: none"> Staff, parent and student surveys Autumn 2021 	

Cambridge School Improvement Plan 2021-2022



<p>model and principles of Nurture UK</p>	<ul style="list-style-type: none"> To gain advanced accreditation for key players To appoint a dedicated Lead Nurture Professional To create a 'Safe Base' learning environment To baseline and assess all learners using the Boxall method 		<p>Emma Denholm conducted Oct 2021 to ensure compliance and Quality Assurance</p> <ul style="list-style-type: none"> External QA through SIP and Challenge Partners confirms school judgments Nov 2021 At least 80% of learners making good or better progress 	<ul style="list-style-type: none"> Outcomes from Learning Walks and external Lesson Observations Progress data shows excellent improvements from Boxall benchmark Students gain portfolios of Enrichment accreditation 	
<ul style="list-style-type: none"> To evaluate success of KS3 SEMH model and extend further into Green Pod in age appropriate way and across the school in an incremental and staggered way 	<ul style="list-style-type: none"> To analyse progress, attendance, wellbeing and behaviour data To audit all pods to gauge where the model could be targeted and extended Whole school trauma and attachment training Action Plan for further roll out 	<ul style="list-style-type: none"> ND and JO 	<ul style="list-style-type: none"> Working Party established Spring 2022 Report to Govs and Action plan for 2022-2023 published June 2022 Report on Holistic Progress of Nurture Learners June 2022 End of Year celebration July 2022 	<ul style="list-style-type: none"> Feedback from all internal and external stakeholders is positive with clear improvement areas identified and agreed Funding pathway agreed by LBHF to ensure sustainability April 2022 following positive impact reports from QA processes 	

Priority 5: To ensure that attendance and behaviour across the school continues to improve

Action	Methods	Responsibility	Milestones	Impact Evaluation	Progress- Jan 2022
<ul style="list-style-type: none"> Pupil attendance reaches at least 89% and this is effectively monitored and reviewed throughout the year 	<ul style="list-style-type: none"> Weekly analysis Class data and pod data shared and discussed in pods and SLT Rewards and celebrations embedded with more draws for prizes involving more students who have hit 92% target 	<ul style="list-style-type: none"> ND lead / all of SLT 	<ul style="list-style-type: none"> Termly attendance shows upward trajectory At least 89% by July 2022 	<ul style="list-style-type: none"> Attendance improved for all learners leading to improved progress and outcomes Links between attendance and progress analysed to demonstrate clear correlation Findings presented to parents and governors 	

Cambridge School Improvement Plan 2021-2022



	<ul style="list-style-type: none"> • Draw for Grand Prize pushed and publicised to create excitement and motivation • ACE and Early Help referrals triggered at earlier stage 				
<ul style="list-style-type: none"> • Behaviour incidents continue to reduce in regularity and severity with significant reductions in fixed term exclusions achieved • Behaviour strategies and plans are highly individualised, taking into account the particular special educational needs of the individual student and using ASD and similar strategies where appropriate to aid with dysregulation 	<ul style="list-style-type: none"> • Weekly analysis / MDT analysis, targeted interventions through Learning Mentors, School Therapists, involvement of CAMHS/EP for students presenting concern • Increased capacity in Learning Mentor team • Increased EP support • MIND adding capacity to therapist caseload • Total communication approach adopted by the school <ul style="list-style-type: none"> • Low arousal approach and environments where appropriate • MDT input and analysis • Nurture model lowering anxiety and stress for KS3 SEMH students 	<ul style="list-style-type: none"> • ND lead / all of SLT / Lead Behavioural professional SC 	<ul style="list-style-type: none"> • Fixed term exclusions reduced year on year • More students accessing support – increased access to structured programmes reduces serious incidents • Mutual and self-regulation strategies used consistently by students • Learners engaged in lessons • All staff trained in autism awareness and Nurture strategies 	<ul style="list-style-type: none"> • Reduction in serious incidents relates to improved academic outcomes, Pupil and staff surveys 	