

School Improvement Priorities

School Priorities 2021-2022

Outcomes for Students

KS5

- ALPS 70% of subjects achieve grade 1 - 3 at A Level.
 - No subjects with grades 6 - 9.
 - School ALPS VA & T scores both grade 1-2.
 - A*A = 40%
 - A*B = 70%
 - A*C = 90%

KS4 Attainment (provisional)

- 83% 4+ for Maths and English
- 60% 5+ for Maths and English
- 25% 7+
- Average Attainment 8 score of 5.4

KS4 Progress (Provisional)

- 70% of students to have a positive Progress 8 score.
- 45% of students to have a Progress 8 score of 0.5+.
- Overall progress 8 score 0.4

KS3

- 85% on target or above throughout KS3.

Standards

- To achieve an above average progress 8 score in 2022
- Continued focus on KS3 engagement and achievement
- Improve progress of boys
- Improve progress of our most able students
- Improve progress in Maths
- Improve outcomes for PP students.
- 6th Form Bursary students to achieve targets.
- Improve attendance to at least national

Catholic Life of the School

- To raise the profile of the Catholic Life of the school and engagement in active worship by all members of our school community. (SSA)
- Increase student leadership and engagement. (SSA)
- Restructure the Chaplaincy Team to include an additional Chaplaincy Coordinator. (SKE & SSA)
- Recognise and acknowledge the value the good in our young people through the launch of the All Saints Diploma with Year 7. (SSA)
- Train and support our new Growing In Faith Together (GIFT) Team. (SSA)
- Prepare for inspection with all key stages through staff training and development on the new framework. (KHU, SKE & SSA)
- Enhance our retreat programme KHU) - including staff retreat (SSA).

Quality of Education – Intent

- Departments to reflect the values of the whole school curriculum intent in their own areas and embed it securely and consistently across the school. Ensure they link to the school mission statement. (RTH)
- Use of form time for a structured programme of recovery for all students (JSA, SLY)
- Engage students who have missed significant amount of time in school – work with families (JSA, CBL)
- Assess the gaps in knowledge and skills and modify the long term curriculum to reinforce understanding.

Quality of Education – Implementation

- Continue to raise the profile of 'classroom culture' routines ensuring that all pupils are engaged and ready to

learn. (SLY)

- Develop teaching and learning strategies and reinforce our high expectations at KS3 to secure sustained progress significantly above national.(SLY, AAHT)
- Evaluate the effectiveness and impact of the Assessment system and the Active Learner Score and provide further staff training.(RST)
- Review SOW to aid the recovery of learning for all students.
- Improve the quality, consistency and value attributed to homework by students, staff and parents.(SLY)
- Make use of developments during lockdown using google classroom parent add on to monitor homework.
- Use links with the Teaching School Hub as a vehicle for staff development.(SSA)
- Focus on middle leader development and CPD as priority for whole school improvement. (SLY & SSA)

Quality of Education – Impact

- Continue to improve standards of achievement at KS3 and KS4, ensuring that outstanding progress is made in all areas.(RST)
- Ensure that all students make maximum progress and learning gaps are identified and addressed in wave 1 teaching (SLY AAHT)
- Maximise the progress made by different groups of learners especially boys, PP and SEND.(RST)
- Maintain and further improve the progress of all learners at KS5 so ALPS 2/3 and a L3VA Sig positive is achieved consistently.(AHT)

Behaviour and Attitudes

- Staff training on behaviour management and school systems (September 6th or 7th)
- Re-establish routines including classroom culture, movement around the building and use of lockers
- Utilise Bromcom to better effect for attendance, behaviour and punctuality monitoring.
- Reduce the % of sessions missed due to absence for all students but especially PP and SEND pupils. (JSA, CBL)
- Improve punctuality through impactful monitoring and evaluation.
- Evaluate the impact of modifications made to the BFL systems.(JSA)
- Positively discriminate the achievement of boys to ensure equal representation at weekly rewards and annual awards events. (JSA)

Personal Development

- Make use of increased registration time (especially in KS4 and KS5) to Ensure PSHE, RSE, careers and PDT support the whole school curriculum intent and statutory requirements are met by 2022. (Sarah B, JSA).
- Upskill the admin team to enable them to be confident in having challenging conversations about expectations with students about punctuality, attendance etc.

Leadership and Management

- Implement and assess the impact of the newly created leadership groups. (SKE)
- Support the newly appointed Associate Assistant Headteachers and AHT as they move to senior leadership roles (SKE, RTH, JSA, RST)
- Create and deliver staff training programmes to address gaps in knowledge and to support pupil need, with a particular emphasis on Middle Leader Development and Ofsted preparedness.(SLY & SSA)
- Improve the quality and impact of cross phase partnerships KS2-3 to ensure that our staff are able to build on students' prior knowledge, understanding and skills. (This will be vital for all year groups due to impact of Covid in 2020) (AAHT)
- Further develop the contribution of All Saints staff to system leadership, through University and Diocesan partnerships, Trust Initiatives and Teaching School Hub activities.(SSA)
- Develop strategies to address staff workload and wellbeing. (AAHT)
- Plan for building work and exploration of potential sites for a new school.(SKE, NRU)
- Ensure that communication is improved between SLT and Middle Leadership.(SKE)
- Develop and implement a strategic plan for recruitment and retention by providing support for colleagues who are either new to All Saints, new to leadership or aspiring leaders. (SSA)
- Enhance staff engagement with data analysis tools to identify specific interventions and to evaluate the impact of these interventions. (RST)