Greenshaw Learning Trust – Brakenhale School Improvement Plan

This improvement plan highlights key actions following the OFSTED inspection and subsequent monitoring visits and links specific Trust support to these areas. There are a wealth of other activities and support mechanisms (e.g. finance, HR, raising attainment, early intervention) that the Trust will support immediately. In addition to this improvement plan, each subsection is also broken down in detail to promote activity and impact from the stakeholders within the school. The Greenshaw Learning Trust Executive Head of Secondary Improvement (EHSI) will meet with the Headteacher (and leadership team where appropriate) to monitor this improvement plan and provide regular updates to the local governing body and Trust. In addition, the EHSI will identify direct support from Trust Managers to ensure the improvements are rapid and sustained over time.

Quality of Education

Priority	Actions	Outcomes
Teachers plan for and facilitate effective deliberate practice in all lessons so that learners perform well in retrieval and performance.	1. All lessons are delivered in the Our Lesson Structure: memory recall starter, explain, model, practise, check. 2. SLT to check that all lessons are structured in line with the Learning & Teaching Above Alls and 6 principles through the DDI process and communicate to the HoD when this is not the case. 3. All DDI feedback to be delivered in a coaching style with targets revisited by the next visit. Where possible, SLT see the same staff over time to support the journey of development. 4. HoDs follow up with coaching and/or mentoring and targeted Learning Walks and these are discussed at SLT LM meetings. 5. Whole CPD to cover the following three areas: Modelling, Success Criteria and Scaffolding - addressing Principle 4. 6. CPD comprises initial TLC focussing on research and evidence, and sharing a collection of agreed strategies, followed by TMs that contextualise the strategies shared. Book Club will be used to precede TLCs.	● All lessons across the school are consistently high quality and clearly have the structure of Our Lessons as seen in DDIs. ● Pupils perform well in assessments and predictions show excellent progress in learning and performance is being made. ● Staff are positive about the DDI experience and feel supported by the CPD program as shown in the CPD questionnaire in July 2021. ● Targets are seen to be worked on by the teacher in subsequent visits, demonstrating reflection, readiness to improve, and more effective teaching.
Ensure that there is consistency in feedback across and within all subjects.	1. Communication of Above Alls to all staff to set clear expectations of marking, assessment and feedback: All work is visibly checked every month with Formal assessment occurs at least once every half term and is always followed by SID feedback. 2. HoDs follow up with coaching and/or mentoring and targeted Learning Walks and these are discussed at SLT LM meetings. 3. HoDs conduct Book Looks to maintain standards in presentation and marking. 4. KS3 assessment requirements are consistent across departments and have two foci: Recall and Performance.	● All staff will have adhered to the feedback AA and as a result the Quality of Education (QoE) will improve as evidenced by student outcomes. ● DDI feedback targets will show a decrease in the number of Principle 6 being set. ● Pupils provide teachers with information that confirms that feedback helps them to improve. ● All pupil work, in presentation and substance, is consistently excellent as evidenced in Book Looks and DDI feedback.

General and subject specific literacy (Disciplinary Literacy- DL) is explicitly anchored in all subjects. (TCR)	1. Staff to receive training and direction on strategies to improve DL across all pillars through CDG, department CPD, TeachMeets or targeted lesson observations so that teachers can attend to the literacy demands of their subjects using informed EEF disciplinary literacy strategies and interventions. 2. Explicit teaching of tier two and three vocabulary is embedded across all subjects through Medium Term Plan and Knowledge Organisers. 3. All depts (or faculty if a small department) are represented by a Literacy Lead. 4. HODs identify and track where high level intervention strategies are required to improve DL or general literacy of challenged students, and the impact of these. 5. Strategies and interventions to support DL is included on the agenda at department CPD and meetings. 6. Literacy audits to be completed by Literacy Leads at least once per half term and discussed with the Literacy team at meetings with Lit Co.. 7. General literacy coaching is available for all staff from the Literacy Coordinator and/ or English team. 8. Improving DL/ Literacy Lead position in subjects is considered as an Objective C for performance management, NPQML projects or similar.	● All students are able to use literacy strategies to fully access the curriculum and improve students outcomes. ● Book looks show students are receiving consistent, continuous and effective teaching of literacy. ● There is an increase in students achieving literacy house points in all subjects. ● Teachers are confident in their ability to identify and address students' misconceptions in spelling and basic punctuation through staff surveys and literacy lead feedback from departments. ● Teachers use the whole school literacy mark scheme at least once per half term as seen in Book Looks, Literacy Audits and DDIs.
Ensure that the curriculum delivers a broad and balanced offer for all students across all Key Stages (KS). (RCO/MCO)	1. The curriculum across all key stages in all subject areas is carefully sequenced showing increasing depth of knowledge and skills. 2. Opportunities to study both French and Spanish at KS3. 3. AQA Technical Award in Dance, Btec Media, GCSE Textiles to be introduced at KS4 4. Audit the Curriculum in all subject areas to ensure students get access to an ambitious curriculum. 5. Build further cross curricular links in all subject areas through CDG and departmental meetings. 6. Map the PSHE curriculum across all subjects to identify areas of strength and for development. 7. Consolidate and develop the PSHE curriculum to meet the new 2020 framework, including inclusivity of BLM information and black history perspectives.	● The curriculum in all areas ensures breadth and depth of knowledge and skills to enable students to meet at least age related expectations. ● All subject teachers in all departments understand fully how their teaching enables pupils to acquire and remember knowledge and skills throughout the curriculum. ● KS4 subjects have a curriculum map identifying their 'big ideas' (the essential knowledge and skills) and how they ensure at least age related progression of the students. ● All KS5 subjects have detailed medium term plans. ● Greater consistency and coherency across different subject areas to support student learning through the curriculum audit. ● Students will be equipped with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Behaviour and Attitude

Priority	Actions	Outcomes
All students to follow the behaviour AAs and all staff to consistently implement the BBC.	1. Embed the Brakenhale Behaviour Code (BBC), ensure all HoYs follow the structure and all staff implement effectively. 2. SLT will monitor adherence to the AAs and BBC on a lesson by lesson basis. 3. Use of ILPs to support effective learning.	● Consistency across the school will ensure all students know the expected behaviour and all staff will feel confident to implement. ● Students will spend less time in SOOL and therefore more time in lessons participating in learning. ● Reduction in the number of FTEs, detentions and behaviour points.
Attendance is at least in line with national average and above that of schools with a similar deprivation factor. (MCO)	1. Attendance and punctuality to school and lessons is monitored and strategies put in place to improve where this falls below national targets. 2. Monitoring the attendance of different groups of students across all year groups. 3. HOYs and AHOYs celebrate positive attendance and intervene to improve attendance where necessary. 4. To work with external agencies to reduce persistent absenteeism. 5. To work with the Education Welfare Officer to support Attendance Action Plans working with families of children who are reluctant to attend school. 6. Tutors actively promote and support the school attendance policy through conversations with pupils, parents and the Attendance Officer. 7. Late system monitors the total number of student lates forming part of weekly discussions between the HOY and SLT link. 8. Meetings are held by the HOY/AHOY for all parents of students with six lates in a half term.	● Attendance is in line with the minimum national expectations and above that of similar schools. ● The absence rate of FSM/PP/SEN/EAL students falls and the gap diminishes between non PP and PP. ● The total number of lates reduces for all students across the school.

Further develop effective interventions to improve behaviour. (HWH)	1. Improve dissemination of isolation and exclusion information to SLT and HoY
	2. Monitor all behaviour data to identify students requiring an ILP.
	3. Embed use of Individual Learning Plans by class teachers
	4. Develop cycle of termly evidence-informed reviews of ILPs by HoYs
	5. Use screening when persistent behaviour concerns arise to identify, or rule out, unidentified SEND needs, principally:
	   a. literacy difficulties;
	   b. speech, language and communication difficulties
	   c. Focus on Bridge students
	6. Revise use of Blue Cards for behaviour
	   a. Rescind all current Blue Cards issued on behaviour grounds not regarded by CGI, PPA, HWH as still necessary
	   b. Inform parents of change of policy
	   c. All new Blue Cards to be issued as part of ILP process signed off by one or more of LBA, CGI, HWH and/or PPA
		● Stakeholders state they are all fully informed of behaviour issues across the school, if they are improving or declining, if they are improving or declining and of what is being done to address them.
		● HoYs use this to inform their interventions.
		● ILPs are put in place more swiftly to support students earlier as HoYs have good, recent information about their year group.
		● Use of isolation and, subsequently, exclusion reduces over time.
		● Students remain in lessons more often and for longer as their needs are better met, there is less disruption in lessons and teacher confidence is higher. Use of isolation, and subsequently exclusion, reduces over time.

	7. Re-evaluate effectiveness of SSC interventions a. Review staffing deployment with a view to more closely supporting students in SOOL.	● Behaviour of students causing concern improves over time due to an effective review process that refines support over time based on solid information.

Improve the base level of knowledge of key SEND areas amongst teaching and support staff	1. Ensure existing staff have a base level of knowledge on the best approaches to teaching children with the following conditions and who they are:
	    a. ADHD
	    b. autism
	    c. speech, language and communication needs
	    d. literacy difficulties, including but not limited to dyslexia
	
	2. Provide a comprehensive induction on SEND for new staff.
		● The representation of children with SEND (both SEN Support and EHCP) in isolation and exclusion figures reduces over time to levels in line with the whole school or lower.
		● All staff know the needs of the students they are teaching and how to support them so all students can access the curriculum and make at least expected progress.
		● Behaviour issues arising from unmet needs reduce over time.

Personal Development

Priority	Actions	Outcomes
Launch and embed a Character Education Programme (RBE)	1. Provide a framework which incorporates the various elements of Character Education through: • Further expanding opportunities within the curriculum and through extracurricular activities that promote extensive personal development. • Increase the uptake of students taking part in these opportunities. • Ensure all students, including key groups benefit from these opportunities, through the monitoring of students with ILPs. 2. Monitor and evaluate data collected through SIMs. 3. Share data with key stakeholders.	• Students grow holistically and develop character through improved resilience, confidence and independence shown by the award of house points and badges. • Students are able to make more informed choices about keeping themselves physically and mentally healthy. • More students engaging with enrichment activities.
Enhance the opportunities for student leadership across the school. (RBE/TCR)	1. Further develop and embed the leadership opportunities for students within the Character Education Programme. Provide students with opportunities to achieve Character Strength in Leadership. • School Prefects • Diana Award anti-bullying ambassadors • CCF NCO programme • House Captains • Sports Captains • Paired reading • Student newspaper • Student council representatives. • Charity House link	• Increased uptake of students taking part in leadership opportunities. • More students contributing in school and the community through service and volunteer opportunities. • Students recognised and rewarded for making a positive contribution. This will be evident in the number of students earning their Community and Leadership Badges by displaying those Character Strengths.

Deliver a Careers programme that supports the curriculum by preparing students for future success in education, employment or training (RBE)	1. Continue to embed a careers programme that is Gatsby compliant and offers students a broad and balanced Careers Education. ● Further develop Benchmark 4: Linking curriculum learning to careers - signposting careers programme within the curriculum. ● Enhance provision of Benchmark 5 & 7: Encounter with employers and employees; encounter with further and higher education - Initiate and embed Brakenhale Lectures across a number of different subject areas. ● Develop delivery of Benchmark 6: Experience of the workplace - Design and Implement Work Experience Programme.	● Students can draw upon a wide range of knowledge and experiences in order to make informed choices about their future. ● Increase in the number of students that encounter employers, employees, further and higher education, as well as experience of the workplace. ● At the end of KS4 & 5 students have the option to attend first choice and high quality organisations for work, apprenticeships, further or higher education.

Leadership and Management

Priority	Actions	Outcomes
Increase the effectiveness and capacity of all middle leaders, both pastoral and curriculum, to raise standards and improve outcomes.	1. Middle and Senior Leadership training programmes, including Associate SLT roles, offered through the following providers: ● NPQ Qualifications through the Best Practice Partnership. ● Masters in Teaching Leadership and Senior Leadership through Buckingham University. ● GLT Lead Practitioner accreditation. 2. All members of core SLT to have fortnightly focused meetings with the Headteacher focusing on their areas of the SIP. 3. Core HODS, SLT and HOD Post 16 to undertake a coaching programme of 8 sessions each in order to enhance their effectiveness as leaders. 4. All Middle Leadership meetings to follow a consistent and standardised agenda which is updated every meeting to include key school priorities and to ensure consistency	● Middle and Senior leaders are able to effectively and professionally challenge staff to ensure high standards across the school and positive outcomes for all stakeholders. They demonstrate integrity, humility and resilience. This can be evidenced by excellent staff and pupil attendance and above expected student outcomes. The positive atmosphere is all pervasive.
Retain, train and recruit high quality staff at all levels as part of #teambrakenhale.	1. Continual professional development opportunities through initiatives such as associate roles at senior and middle levels, NPQ study, Lead Practitioner accreditation and involvement in We are Beta. 2. Attract outstanding trainees through networking and highly effective development and training programs. 3. Develop the Teach First relationship by employing TF trainees and becoming involved in GLT Teach First events 4. Foster and forge positive relationships with all recruitment channels. 5. Develop a well-being and mental health policy in order to support all staff. 6. Termly staff social events. 7. Recognition of staff who have gone above and beyond through the attendance prizes, Brakenhale heroes board, Wednesday Warrior, individual praise conversations and thank you cards. 8. Continue with the weekly staff briefing raffle. 9. Bi-annual GLT staff survey conducted and areas of dissatisfaction to be addressed.	● Retention and recruitment of high quality staff. ● Staff feel that the school is approachable, responsive and understanding at times of difficulty ● Staff survey to reveal high levels of satisfaction in all areas.

Continue the trend of a full PAN in Year 7 and increased recruitment to post-16.	To continue to embed the following:	● Our PAN is filled in all year groups for Sept 2021 ● Further increase in Post-16 numbers in Year 12 ● Increased retention of Year 11 students into Year 12.
	1. High expectations and Challenge in all areas of the school leading to improved teaching and pupil outcomes. 2. Positive relationships between school and the local community. 3. Provide opportunities for primary colleagues to complete the transition process by 'seeing' ex-pupils in action on focus 'days' 4. Commission CAT Tests and ARTi Reading to further the understanding of the academic profile on entry of new cohorts 5. Develop a virtual Open Evening, that is highly regarded within the local area, to showcase and share excellence across the school. 6. Develop further Year 5 days for main feeders and across a wider audience of schools, considering 'out of main feeder', possible second day (book a place system) 7. Develop further Transition Roadshows across feeder schools 8. Further develop the Transition Website of The Brakenhale School including Year 5 Day follow-up 9. Development of *Brakenhale Admissions - Guidance for families* to reference when completing paperwork, step-by-step guide 10. Prepared materials to conduct on-line meetings 11. Programme of events, assemblies and presentations to be delivered to students and their families.	

Outcomes for pupils

Priority	Actions	Outcomes

Excellent outcomes;
KS4 >P8 +0.5, >A8 4.5
KS5 Alps 2+
BTEC L3 ALPS 3+
 	
(RCO)
	1. To monitor all aspects of the SIP on a half termly basis to ensure all actions are undertaken in order to achieve success against each of the outcomes in this section.
	● RSL meetings will be scheduled after Assessment Points across the academic year across KS4 and KS5.
	● In class assessments and two PPE windows to provide assessment opportunities for students and obtain data for scrutiny
	● Regular monitoring and tracking of BTEC courses.
	
	2. To embed raising standards strategies across the school to provide maximum achievements for students.
	● Turbo Tutor will exist from September for all Year 11
	● Investigate opportunity for IT classroom provision from 8am for targeted students
	● Trust initiatives Working Lunch and Champions Hour show increased attendance
	● Period 6 timetabled for all Year 11 students
	● Exit Timetables created to maximise school time in exam period
	● Parent and student information evenings at the start of the year and for exam season
	● Revision resources bought and distributed for students
	3. All AP data is analysed by HoYs and interventions are put in place in conjunction with conversations with HoDs/class teachers (HWH)
	   a. HoYs be actively creating ILPs and ensuring their production results in improved
	   b. Tutors to be aware of data and have conversations with tutees
	   c. SSC and SEN teams to actively engage with data as well as the pastoral elements
		<table><tr><th>Measure</th><th>AP1</th><th>AP2</th><th>AP3</th><th>AP4</th></tr><tr><td>Progress 8</td><td></td><td></td><td></td><td></td></tr><tr><td>Attainment 8</td><td></td><td></td><td></td><td></td></tr><tr><td>English 4+</td><td></td><td></td><td></td><td></td></tr><tr><td>English 5+</td><td></td><td></td><td></td><td></td></tr><tr><td>Maths 4+</td><td></td><td></td><td></td><td></td></tr><tr><td>Maths 5+</td><td></td><td></td><td></td><td></td></tr><tr><td>EBacc APS</td><td></td><td></td><td></td><td></td></tr><tr><td>KS5 ALPS</td><td></td><td></td><td></td><td></td></tr><tr><td>Btec L3 ALPS</td><td></td><td></td><td></td><td></td></tr></table>

| Continue to focus on at least expected progress made by the following groups: SEN, high ability and disadvantaged. | Disadvantaged

1. To develop regular meetings for KS3 and 4 year team leaders with AHT with oversight of PP to monitor and evaluate the progress of PP students, alongside effective interventions.
2. Identification and raising awareness of former PP students at Post-16.
3. Raising standards meetings to have an increased focus on targeted vulnerable groups.

SEN

4. Develop further strategies and interventions to raise awareness and increase support of SEN and more able pupils through action planning to promote excellence, high aspirations and opportunities.

HAB

5. Audit the opportunities for high ability students across the school.
6. Develop further opportunities within all subjects to further stretch and challenge high ability students.
7. Triangulate behaviour, attendance and progress data to determine positive impact.

Data

8. Post AP analysis to identify contextual groups. | ● PP standing item, on all HOY LM meetings
● Data drops and attendance data used to focus support and interventions for identified students, through HOY LM meetings
● Spreadsheet of expenditure, for each PP student on an individual level
● All subjects will be able to identify their high ability students.
● Outcomes of groups and non-groups to be above national figures.
● The progress gap for groups decreases. |

Sixth Form

Priority	Actions	Outcomes
Improve careers provision through increasing the offering and availability of work experience whilst raising aspirations	1. Establish a 'Careers Curriculum' within the Sixth Form, with clear and trackable intent and progression. 2. Develop a program of assemblies, speakers, visits and work experience and systematically track pupil involvement. 3. To further embed careers education and raise awareness of opportunities through an improved PSHE programme. 4. Develop a tracking system of students 'work skills and competencies', which can be tracked by tutors and teachers. 5. Targeted communication of employment and educational opportunities. 6. To develop an awareness of Higher Apprenticeship opportunities. 7. To further develop the role of Post-16 form tutor. 8. Develop an Alumni program.	• Students are well informed from a variety of sources, and can articulate what it is they want to do post-18 and why. • Students have a bank of trackable evidence that can be looked at and be developed by tutors and subject teachers over time, and all students complete their 'work skills and competency tracker'. • A greater proportion of university applicants to Russell Group universities compared to previous years. • More students are applying to and achieving places on higher level apprenticeships. • All students leave the Sixth Form to go on to University, Apprenticeships, or desirable employment.
Increased engagement of post 16 students within the school community.	1. Embed a Sixth Form 'Students Union'. 2. Embedding and developing the Volunteering/Community Service (VCS) scheme throughout the Sixth Form and in subject areas. 3. Increased Sixth Form presence at lower school events as 'Head Students' or as the 'Students Union' 4. Integration of the Sixth Form students into the wider life of the school.	• Increased numbers of students are involved in the Students Union and positive impact is evident. • More students sign up to and undertake VCS hours as a result of more departmental engagement in the scheme, and more opportunities are offered. • Sixth Form students are a presence at lower school events.

Finance

Priority	Actions	Outcomes
Develop the working relationship across the centralised finance system	1. Liaise with GLT finance for key budgeting issues including monthly management accounts 2. Liaise with Finance Team within school including the Headteacher and hold regular update sessions	● A positive and effective relationship with the central finance team which ensures effective financial planning
Induction of new Lead Governor for Finance	1. Introduction of new Lead Governor for Finance to School Business Manager (SBM). 2. SBM to provide an overview of GLT Finance Policy	● Holding the Headteacher to account for the financial stability of the school. ● Regular meetings with the Lead Governor for finance to monitor the budget
Produce a balanced budget for the next 3 years	1. SBM to produce balanced budget 2. Budget to be approved by LGB 3. Budget to be approved by GLT Board of Trustees	● Produce a balanced budget for the next 3 years to ensure that the school position is financially viable and that funds are used in accordance with the Academies Financial Handbook

Covid-19

Priority	Actions	Outcomes
To ensure the effective running of the school within adherence to DfE guidance regarding Covid 19	1. All stakeholders to read and acknowledge the Covid Risk Assessment and Infection Control Policy 2. The Headteacher to adhere to all DfE Covid regulations to ensure that the school is compliant 3. Attendance plan to actively encourage students who are not attending school. 4. Use of catch-up premium and national tutoring funds to remove barriers to learning.	● The school is able to effectively run with student and staff safety protected and a broad and balanced curriculum offer in place ● Reduce the number of school refusers as a direct result of the Covid 19 crisis.