

Marshland High School Improvement Plan 2016 – 2017

BIG THEMES TO PUSH...	Under-achieving boys	KS2 → KS3 → 4 transition	Questioning	SEND progress
...but don't let these slip!	Under-achieving MAGTs	KS4 → progression	Feedback	PPG & LAC progress

Year 11				
Objective	Strategy outline and key staff	Key evaluations/targets	Resp	
Improve proportion of students attaining 4LP in Maths	Target top sets and key students on 3LP with extra, challenging work/HW. Focus on higher level skills. Intervention work on specific skills as identified by question level analysis from start of yr. Grd 8/9 tutor grp	Aut2: 17% 4LP (end Y10) 3.3% 4LP (Aut 2; new 1 – 9 grds) Progress by 1 st Mocks (Jan '17): 3.5% Progress by 2 nd Mocks (Apr '17): 20.1% Target results (Aug '17): 30% 4LP.	KH	
Ensure more HAPs (L5 at KS2) achieve grades 8/9 (Eng/Ma) and grds A/A* (other subjects)	SSW mentoring under-achieving MAGTs. Tracking and identification of those falling behind. Prompt intervention. Depts to nominate x students to get A*. G&T conference.	Aut 2: 0% grd 8/9 in En; 2.6% grd 8/9 in Ma; 0.7% 5+ A/A* equivalent. Progress by 1 st Mocks (Jan '17): 3.3% grd 8/9 En; 1.3% grd 8/9 Ma; 3.3% 5+ A/A* Progress by 2 nd Mocks (Apr '17): 9.1% grd 8/9 En; 17.6% grd 8/9 Ma; 7.7% 5+ A/A* Target results (Aug '17): 50% 7-9 in Eng; 40% 7-9 Ma; 40% 5+ A/A* equivalent.	SWO	
Improve progress of boys	Boys only group in Eng. Displayed data compares boys and girls to encourage competition. CR (NPQSL project) mentoring boys. Tracking and identification of those falling behind. Prompt intervention.	Aut 2: Boys' P8 score = - 0.89 (Girls' P8 = -0.70; gap - 0.19) Progress by 1 st mocks (Jan '17): Gap reduced to -0.14 Progress by 2 nd mocks (Apr '17): Gap = -0.15 Target results (Aug '17): boys group have positive progress 8 score.	CR	
Improve progress of 'young in year' group	Students born June/July/Aug are monitored and tracked separately. Discussed in LM with HoDs and interventions provided to ensure they do not get left behind.	Aut 2: 'Young in year' P8 score = - 0.82 Progress by 1 st mocks (Jan '17): Gap reduced to -0.5 Progress by 2 nd mocks (Apr '17): Gap reduced to -0.01 Target results (Aug '17): 'Young in year' have positive progress 8 score.	SWO	
Close gap still further between PPG and non-PPG students	ER (PPG responsibility) to track, mentor & liaise about appropriate intervention where necessary. PPG book scrutiny and feedback observations to staff. DS (NPQSL project) working with PPG underachieving boys group.	Aut 2: PPG P8 - 0.85; non-PPG P8 - 0.78; gap = - 0.07 Progress by 1 st mocks (Jan '17): PPG -0.82; non PPG -0.5; gap increased to -0.32 Progress by 2 nd mocks (Apr '17): PPG -0.41; non-PPG -0.28; gap reduced to -0.13 Target results (Aug '17): PPG P8 is positive; gap is <0.3	ER	
Improve progress of SEND students	Carefully tailored intervention from Learning Mentors in response to accurate and detailed assessment of need. SEND support triangle strategy introduced. SEND book scrutiny and feedback observations to staff.	Aut 2: SEND P8 - 0.86; non-SEND P8 -0.79; gap = - 0.07 Progress by 1 st mocks (Jan '17): SEND -0.62; non SEND -0.59; gap inc to -0.17 Progress by 2 nd mocks (Apr '17): SEND -0.76; non-SEND -0.24; gap inc to -0.52 Target results (Aug '17): SEND P8 is positive	RCU	
Raise aspirations and ensure all go on to a course at a higher	All students to meet with careers advisor and be encouraged to apply for highest level course suitable for their ability.	Current position (Nov '16): 40% have applied; 69% 6 th form, 31% FE college/app. Progress by Jan '17: 100% applied; 42% 6 th form; 58% FE coll/app. (but incl L3). Progress by Apr '17: Nothing further to report. Target results (Sept '17): 95% → course at a higher level than Y11 achievement.	AK	

Improving outcomes for students (excluding year 11)			
Objective	Strategy outline and key staff	Key evaluations/targets	Resp
Improve progress and attainment of boys	Assemblies to inspire and challenge higher aspirations. Skills for Life lessons to include gender issues. .	<p>'15/16 position: Boys average attainment compared with target: Y7 -0.6; Y8 -0.8; Y9 -0.7; Y10 -2.3.</p> <p>Dec '16: Boys av att compared with target: Y7 -0.2; Y8 -0.3; Y9 -0.2; Y10 -0.54 .</p> <p>Progress to April '17: Y7 -0.14; Y8 -0.24; Y9 -0.16; Y10 -0.08</p> <p>Target July '17 Boys progress in line with target in all year groups.</p>	AK
Improve progress in Maths	KH (new HoD) to introduce new SoW ensuring robust backfilling of missing experience for all and continuous development of problem-solving skills. Numeracy lessons to ensure reinforcements and development of maths skills across the school.	<p>'15/16 position: Ma prog compared with target: Y7 0.7; Y8 0.8; Y9 0.9; Y10 -1.14</p> <p>Dec '16: Ma progress compared with target Y7 -0.01; Y8 -0.5; Y9 +0.04; Y10 +0.01.</p> <p>Progress to April '17: Y7 +0.04; Y8 -0.21; Y9 -0.15; Y10 +0.01</p> <p>Target July '17: Maths is in line with target in all year groups.</p>	EL
Improve effectiveness of interventions for SEND students	Implementation of support triangle. SEND work scrutiny. Nurture tutor group. Carefully tailored intervention from new team of Learning Mentors in response to accurate and detailed assessment of need.	<p>'15/16 position: SEND prog compared with target: Y7 -0.1; Y8 -0.5; Y9 -0.3; Y10 -2.2</p> <p>Dec '16: SEND progress compared with target: Y7 +0.09; Y8 +0.2; Y9 +0.2; Y10 -0.3</p> <p>Progress to April '17: Y7 +0.1; Y8 +0.1; Y9 -0.1; Y10 -0.2</p> <p>Target July '17: SEND progress in line with target in all year groups</p>	RCU
Further improve progress of PPG students	DSU (NPQSL project) to monitor and mentor PPG boys. Teacher with specific responsibility (ER) to monitor and liaise regarding suitable interventions as necessary. HW club. Good quality teaching and feedback for all.	<p>'15/16 position: PPG prog compared with target: Y7 -0.4; Y8 -0.7; Y9 -0.5; Y10 -2.1.</p> <p>Dec '16: PPG progress compared with target: Y7 +0.02; Y8 -0.1; Y9 +0.1; Y10 -0.5</p> <p>Progress to April '17: Y7 -0.1; Y8 -0.1; Y9 -0.2; Y10 -0.3</p> <p>Target July '17: PPG progress is in line with target in all year groups</p> <p>Gap between PPG and non-PPG reduced during year in all year groups</p>	ES/DSu
Ensure KS3 SoW enables rapid progression from KS2 and supports sufficiently for reformed GCSEs	ICT to include more computing. Technology to build skills through courses rather than use rotations etc. Track progress of 'Rising Stars' group as separate research group. HoDs to liaise with/ visit primaries to ensure SoW for KS3 builds on prior attainment in KS2 and also fills gaps to prepare for reformed GCSE courses.	<p>2015/16 position: Y7 average differences from target based on KS2 score were: Dec '15 -0.7; April '16 -0.7; July '16 -0.5. And Y8 July '16 average was -0.5.</p> <p>Progress to Dec '16: Y7 average -0.1 from target based on KS2 score</p> <p>Progress to April '17: Y7 average -0.1 from target based on KS2 score</p> <p>Target July '17: By end of Y8, all students are in line with target from KS2 scores.</p>	DN/ SWO
Improve progress of HAPs across the whole school	HoDs to ensure appropriate level of challenge is provided to all students by monitoring SoW & resources, book scrutinies, drop in data regarding questioning etc. LM discussions to identify any concerns and appropriate intervention.	<p>2015/16 position: HAPs av difference from target based on KS2 scores were: Y7 -0.8; Y8 -1.2; Y9 -1.1; Y10 -2.5;</p> <p>Progress to Dec '16: HAPs progress compared with target: Y7 -0.5; Y8 -0.7; Y9 -0.4; Y10 -0.8;</p> <p>Progress to April '17: Y7 -0.3; Y8 -0.6; Y9 -0.4; Y10 -0.5.</p> <p>Target July '17: HAPs progress is in line with target in all year groups.</p>	EL

Improving the quality of teaching learning and assessment			
Objective	Strategy outline and key staff	Key evaluations/targets	Resp
Improve level of questioning across the school	INSET programme to include session focused on higher level questioning compulsory for all staff. Drop ins used to monitor it being securely embedded.	July '16 position: Drop in data 63% open/challenging; 15% challenging Progress to Oct '16: Drop in data 90.7% open/challenging; 34.9%challenging Progress to April '17: Drop in data 95.2% open/challenging; 57.1% challenging Target July '17: Drop in data 90% open/challenging, 30% challenging.	EL
Improve the style of questioning used across the school	Training on 'Pose, pause, pounce, bounce' at start of year for all teachers. Drop ins monitor its use to ensure it is securely embedded across the school.	July '16 position: Drop in data 9% PPPB used Progress to Oct '16: Drop in data 16.3% PPPB used (100% PPPB/no hands up) Progress to April '17: Drop in data 33.3% PPPB used (95.2% PPPB/no hands up) Target July '17: Drop in data 90% PPPB used	EL
Improve consistency of standard of written feedback to students	Policy modified - all staff briefed. Formative feedback every 400 mins, use yellow sheets/highlight, & give students time in lessons to respond. Other marking to check for understanding and literacy. Drop ins monitor.	July '16 position: Drop in data 100% in line with current policy Progress to Oct '16: 81.3% formative & students responding; 97.9% literacy. Progress to April '17: 71.4% formative & students responding; 88.5% literacy. Target July '17: Drop ins and work scrutinies show 100% in line with new policy	EL
Improve accuracy of assessment using new GCSE grades across KS3/4	West Norfolk area Maths exam completed by year 10s to moderate across region and create probable grade boundaries. Use PiXL curve to check understanding of new 1 – 9 grades in English as well as Maths. Further area wide maths paper to be sat in February.	July '16 position: little knowledge of new GCSE grade boundaries Progress to Nov '16: Still no grade boundaries, but analysis shows M'land students better on average than others & more consistent. But no top grades. Progress to April '17: W Nflk papers show M'land best in Trust & 2 nd in area Target July '17: All Eng & Ma staff confident about new GCSE grade boundaries	SWO
Improve boys' literacy and creativity skills	Boys only English sets in Y9 & 11 with excellent male role model teacher. Boy-friendly texts used throughout KS3 & 4 in English Displays in library that are "boy-friendly" to be created.	July '16 position: Boys average 0.7 points below girls across Y7-10 in QWC. Progress to Oct '16: Boys average 0.63 points below girls across Y7 -10 in QWC. Progress to April '17: Boys average 0.38 points below girls across Y7 - 10 in QWC Target: Boys QWC scores improve – gap btwn boys and girls closes	EL
Ensure work is suitably challenging for all students from the very start of Y7	Heads of Department to liaise with cluster primaries to ensure they know exactly what has been learnt in Y1 – 6 and that their KS3 SoW builds on this rather than repeats. HoD Ma/Sc/En/Hums to visit.	2015/16 position: Y7 average differences from target based on KS2 score were: Dec '15 -0.7; April '16 -0.7; July '16 -0.5. And Y8 July '16 average was -0.5. Progress to Dec '16: Y7 average -0.1 from target based on KS2 score Progress to April '17: Y7 average -0.1 from target based on KS2 score Target July '17: By end of Y8 students are in line with target from KS2 scores.	DN
Improve students' awareness of potential career opportunities.	All departments to have a display about careers linked to their subject area. All departments to set Y8s a HW about careers in their subject area during the Autumn term.	July '16: Student survey 58% KS3 aware of careers associated with diff subjects. Target (end Dec '16): all depts. have display about careers in their subject area; all set a careers HW for Y8 in Autumn term. Progress end of Dec '16: All dept have displays. All have set a careers HW.	DN
Improve teaching of & attainment in Physics	Participate in the Stimulating Physics Network project to improve teaching of physics – esp for non-specialists.	July '16 position: Physics results lower than average Sci across all sets. Poor take up of Physics at A level (esp girls) Progress Dec '16: 2 training sessions complete (4 more to do) Target: Physics in line with other sciences. Greater % taking A level Physics	CR

Improving personal development, behaviour and welfare			
Objective	Strategy outline and key staff	Key evaluations/targets	Resp
Reduce proportion of behaviour incidents involving boys	Assemblies directed to encourage boys' to aspire higher and to focus on longer-term goals. Identification of repeat offenders. Use of RJ, counselling, sensory circuits etc to improve behaviour.	July '16: BC incidents recorded are 70% boys. Progress to Dec '16: 70% incidents are still boys. Progress to April '17: 70% incidents are still boys! Target July '17: Lower percentage of BC incidents relating to boys.	AK
Transition Y5 / 6 → Y7	Open Eve and days for Y5 & 6 in Sept Visits to primaries in Autumn & Spring terms. Music festival. Better links between HoDs and primaries Two-day transition programme in summer term Summer school.	Initial position: 164 put Marshland as first choice for Sept '16 entry. Dec '15: Y7s average -0.7 from targets projected from KS2 results. Progress to Dec '16: 223 put Marshland first choice for Sept '17 entry. Progress to April '17: Very positive feedback from primary pupils and parents – especially about rising stars. Progress July '17:	AK
Transition KS3 → 4	Careers advisor, tutors and HoH support through choices process. Structured guidance regarding Ebacc or special courses available to LAPs according to ability. All departments to set a Y8 HW on, and provide displays regarding, careers in their subject area.	Initial position: c.20 students (per yr grp) asked to change their choices before start of KS4 in Sept '16. c.30 Y11s asked to drop a subject in 2015/16 Target (July '17): Smaller numbers of students wanting to change or drop subjects	DN
Transition Y11 →	Careers advisor and pastoral team encourage all students to aspire to a post-16 course which is higher than they are likely to achieve at KS4. Careers fair to inspire and raise aspirations.	Initial position: Class of 2016 18% students at 6 th form; 72% CWA/FE college. Progress to Jan '17: All applied. 42% 6 th form 58% FE/app (incl some L3 courses) Target (Sept '17): 85% students start a post-16 course at a higher level than they achieved at KS4	AK
Improve attainment and attendance of LACs	Weekly strategy meeting re LACs with pastoral team. LACs are a fixed agenda item for fortnightly LM mtgs between HoH and AK. DB's TLR3 project on attachment issues with LACs	Initial position: LACs' progress compared with target '15/16: Y7 -0.5, Y8 -0.95, Y9, Y10 -0.3, Y11 -5. Attendance '15/16: Y7 94%, Y8 99%, Y10 99%, Y11 94%. Progress Dec '16: LACs' progress compared with target: Y7 +0.1; Y8 -0.1; Y9 -0.2; Y10; Y11 -2.5; attendance Y7 100%; Y8 87.5%; Y9 97.8%; Y10; Y11 92.0% Progress to Ap '17: Progress compared with target Y7 -0.3; Y8 -0.03; Y9 -0.25; Y10; Y11 -0.5; attendance Y7 87.7%; Y8 97.8%; Y9 97.8%; Y10; Y11 93.6% Target July '17: LACs progress close to targets & have attendance average 96%	AK
Behaviour review	Conduct a review of behaviour across the whole school and report findings back to staff. Aim to move towards outstanding.	Main outcomes: Students' attitudes towards supply teachers is poor and needs to be challenged. Cover lessons to be monitored by SLT as much as possible. Students' attitudes to be challenged to consider poor behaviour as not trying. Additional staff training on consistent use of BC system. Spread best practice about teaching which encourages good BfL.	ED

Improving the effectiveness of leadership and management			
Objective	Strategy outline and key staff	Key evaluations/targets	Staff
New staff adopt marking and behaviour systems quickly	Ensure induction for new staff is timely and rigorous. Initial session on INSET day prior to term starting covers assessment policy and behaviour policy.	Autumn '15 position: Average of 67.3 incidents per teacher involving new members of staff: Progress to Dec '16: Average of 29.5 incidents per teacher involving new staff. Target Dec '16: fewer behaviour management incidents concerning new staff.	ED
Middle Leaders self-evaluate rigorously and review action plans accordingly.	HoDs complete termly reviews using information from drop-ins, work scrutinies and progress-data analysis. Actions from these reviews inform improvement planning. DIPs modified and DEFs to be termly.	2015/16 position: Annual self-evaluation and action planning in departments. Progress to Jan '17: Annual DIPs complete. First term DEFs & gov mtgs complete. Progress to April '17: Second term DEFs complete; govs mtgs due in May Target July '17: Termly reviews have informed updates of action planning	ED
Governors to have more detailed information about performance of key areas of the school's work, including PPG and SEND	Named governor linked to all departments as well as SEND and PPG. Each governor attends meeting with HT and relevant Middle Leader and their LM to discuss results in Sept. Each governor attends meeting with relevant ML and their LM to do termly reviews to monitor progress.	Targets: Sept – all HoDs have meeting about results with their link governor Nov - all DIPs complete and given to link governor. Jan - all first interim review meetings to discuss DEF term 1 complete. May- all second interim review meetings complete.	ED
Sharing of best practice across the cluster	Discuss the gender gap at cluster meeting; to include reading schemes and role models. Arrange moderation of work to assess "levels" Discuss KS2→3 curriculum.	Current position: Cluster mtgs focussed almost exclusively on finance & SEND. Progress Dec '16: One cluster mtg this term – focused on Y5/6 → 7 curriculum Progress April '17: Second cluster mtg complete – feedback on HoDs' visits to primary schools. Target: HoDs En, Ma, Sci attended mtgs. Gender gap discussed at HTs' mtg.	ED
Maximise student recruitment	Rising stars (inspiring MAGT Y4 – 6) Open Eve and days for Y5 in summer and 5& 6 in Sept Visits to primaries to meet Y5s and potential parents Information Evening for Y5s in June	Current position: 163 in Y7 for Sept '17, but under-subscribed previously. Low proportion of HAPs: 12% HAPs in Y7 Sept 2016 Progress Dec '16: 223 first choices for Marshland. Heavily over-subscribed. Target July '17: oversubscribed & greater proportion of those are HAPs	ED
Ensure all Middle Leaders are aware of strategies for improving boys' underachievement and BfL	Discuss the gender gap at meetings; to include behaviour patterns, literacy, after-school activities, use of praise, teachers' attitudes and expectations and role models.	Current position: Attainment gap between girls and boys is big. Teachers not deliberately addressing the issue. (Although Y11 results show boys achieving better than girls). Jan '17: ideas discussed at DEF meetings to be shared at Middle Leaders in Feb. Target: All staff aware of how to support boys to achieve better. Attainment gap closing. (See data under 'Improving outcomes')	ED