



The  
Bulmershe  
School

INSPIRING POTENTIAL,  
ACHIEVING TOGETHER

## **SCHOOL IMPROVEMENT AND ACTION PLANS**

**2013- 2016**

**The school improvement plan sets out the school's strategy and development planning for the three years from 2013-2016**

**The school action plan sets out the actions to be taken over the coming 12 months to ensure that improvements are swift, robust and secure**

**SCHOOL IMPROVEMENT PLAN 2013-2016**

**Teaching and learning:**

**Much of the teaching in all key stages and most subjects is outstanding and never less than good. Almost all students in all groups are making rapid and sustained progress.**

PRIORITY	SUCCESS CRITERIA
All teachers have high expectations of students and plan and deliver lessons that enable exceptional learning	75% of lessons observed are classed as outstanding . There is no inadequate teaching. Gaps between groups are insignificant ( less than 2%) and certainly less than national averages Planning and delivery of lessons shows consistent attention to detail and learning styles
Teachers systematically and effectively check students understanding	All lessons delivered by NQT plus one staff, are judged good for AFL delivery Students are proficient at self assessment and setting success criteria
Teaching of reading, writing and, communication and Mathematics is highly effective	Standards in the Basics are outstanding
Teachers use well judged and often inspirational teaching strategies.	Bulmershe school is recognised as a regional hub of inspiration for the profession Student and staff reviews cite teaching as exemplary

**Standards, achievement and progress :****Taking account of their different starting points, the proportions of students making and exceeding expected progress are high compared with national figures**

PRIORITY	SUCCESS CRITERIA
All students make outstanding progress regardless of their starting places	Value added is in the highest quintile ( data dashboard) A higher than average number of students go on to higher education successfully The standards of attainment of almost all groups of students are likely to be at least in line with national averages with many students attaining above this. NEET numbers are insignificant
Students in the sixth form acquire knowledge quickly and develop their understanding rapidly in a wide range of subjects across the curriculum	ALPs data shows consistent good or better for all subjects ( 4 or below) Level 3 progress measures show upward trend
The learning, quality of work and progress of groups of students, particularly those who are disabled, SEN, CLA and PP students, show they achieve exceptionally well	Gaps between groups are insignificant ( less than 2%) and certainly less than national averages

**Behaviour and Safety:**  
**Students attitudes to learning are exemplary**

PRIORITY	SUCCESS CRITERIA
<p>The school is fully inclusive and provision is made for all students at all times in their academic career</p>	<p>School is at full capacity for new intake from 2016            School gains inclusion quality mark            There are excellent improvements in data of rewards, sanctions and attendance over time for groups of students</p>
<p>Students take the lead in significant areas of school life</p>	<p>Student leadership programme is run and managed by student leadership group            Student leadership programme has regional significance</p>
<p>All groups of students feel safe at school ; they understand clearly what constitutes unsafe situations and are aware of how to keep themselves and other safe; including in relation to safety</p>	<p>Parents, staff and students are positive about behaviour and safety            Exclusion is a very rare occurrence            Students behaviour is praiseworthy</p>

**Leadership and management:**

**The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain , the highest levels of achievement and personal development for all students over a sustained period of time.**

PRIORITY	SUCCESS CRITERIA
There is relentless focus on teaching and learning	Focused CPD opportunities and robust appraisal encourages and supports teacher improvement. As a result the majority of teaching is outstanding
All accommodation development is fully embedded and beneficial to the whole school body	School premises creates income School premises lends itself to the school improvement priority of independent learning
The school has highly successful strategies to engage parents; including those for whom working with school is difficult	All parents have one to one sessions with teachers which focus on students' progress
Professional standards across the whole school are high	Staff demonstrate high levels of respect and courtesy for students and others
Governance is strong, active and focused in all areas of school improvement Governors hold senior leaders to account for all aspects of the school's performance	The school is classed as outstanding Leadership is recognised as a strength of the school through staff questionnaires Leaders routinely support other schools in a range of areas Staff morale is high
Governors have highly effective, rigorous planning and controls over all fiscal matters	The school is financially stable Deployment of staff and resources benefits all groups of students

## SCHOOL ACTION PLAN 2013-2014

Teaching and learning:

Teachers have high expectations which lead into imaginative, differentiated and skillfully planned lessons and assessment opportunities. Students know how well they have done and what they need to do to improve. Students show effective independent learn skills which impact positively on progress.

PRIORITY	ACTION	LEAD	SUCCESS CRITERIA
Improve <b>assessment</b> and marking systems further to embed consistent practice across the whole school	Assessment a common focus on all middle management meetings Work scrutiny is robust and includes open door policy, learning walks and work scrutiny Monitoring 3 times per year to ensure AFL practice is followed	R Staton	On learning walks AFL is a focus and shown to be embedded Review system includes AFL and marking
Improve <b>independent learning</b> with focus on student engagement	Student group to gather evidence Use accommodation plan to develop independent learning pods Use briefing time to present best practice T&L+ develop toolkit All meetings share best practice	TL+	Lesson observations show greater resilience
Ensure students are taught to at least a <b>good</b> standard in the majority of their lessons	Systematically collect data to ensure a secure picture of progress is built up Identify RI staff and clearly use appraisal to support improvement Develop system of observation beyond department Team teach- '10 steps to good' is embedded All meetings share best practice Coaching system to monitor and support RI staff Train coaches and monitor coaching activities	E Reynolds         R Staton	Meet target of 90% good or outstanding lessons observed

	Ensure support packages are appropriate to the individual INSET time is focused on good teaching and Learning Continue to develop strategies to share <b>outstanding practice</b>		
Embed strategy for ensuring <b>numeracy</b> is embedded across the school	Plan, implement and monitor whole school numeracy plan	R Cornish	Lesson observations show evidence of good numeracy skills in all year groups GCSE Maths results continue strong
<b>Support and challenge</b> programme meets the needs of all students	Review state of differentiation Plan and deliver CPD on differentiation which includes SEN team	G&T coordinator	All SOW include support and challenge

**Standards, achievement and progress :**

**Taking account of their different starting points, students make consistently strong progress across many subjects and achieve well.**

PRIORITY	ACTION	LEAD	SUCCESS CRITERIA
Improve outcomes in year 11 A*-C (EM) for <b>FSM, Action and action plus students</b> Improve attainment and progress of <b>Pupil Premium</b> students	Develop 3 year inclusion plan Ensure pupil premium money is best directed for maximum impact Report on Pupil Premium money showing best value	J Blundell R Staton	Gap in achievement between PP and non PP students is narrowed to below national averages
Raise standards of achievement at <b>KS5</b>	Implement, monitor and review improvement plan	R Cornish	ALPs data shows majority of subjects in black or red
Increase outcomes of <b>most able</b>	Review current state. Review identification criteria of most able and G&T Plan, implement and monitor developments.	G&T coordinator	Increasing A/A* to above national <b>average</b>



**Leadership and management:**

**Leaders and managers consistently communicate high expectations and ambition. Professional development is matched to school and staff needs. The school makes every effort to work well with parents.**

PRIORITY	ACTION	LEAD	SUCCESS CRITERIA
Develop and sustain a <b>robust focused leadership</b> team	Manage maternity leave absence Develop project management plan for key areas of improvement	EReynolds	All outcomes are achieved in action plan  Distributed leadership systems are clearly effective
Develop middle leaders and ensure <b>accountability</b> is understood by all leaders across the school.	Plan and implement TLR review across the school Review and streamline middle leadership roles and responsibilities  Embed leaders understanding of systems of <b>monitoring</b> , personalising the curriculum through <b>differentiation</b> and the use and abuse of independent learning systems	EReynolds	Review system shows all middle managers attain level of good for leadership
<b>Accommodation</b> plan delivers results which benefit all stakeholders	All stakeholders to be fully briefed with the regeneration updates	School manager E Reynolds	School life runs alongside regeneration plan smoothly

**Behaviour and Safety:**

**Students attitudes are consistently positive and low level disruption in lessons is uncommon. Behaviour is managed consistently well. Students relish leadership opportunities and work together as a community.**

PRIORITY	ACTION	LEAD	SUCCESS CRITERIA
Develop an inclusive <b>rewards</b> system	Measure current systems Use staff and student voice to plan system Implement, and monitor system Termly trend data to identify key groups Pastoral meeting include rewards as standing item	R Cornish	Student voice shows improvement in current system
Drive up <b>attendance</b> of all groups to national averages	Develop and monitor plan for Pupil premium students Pilot inclusion unit Student tracking data Attendance tracking data	J Blundell	Gap is narrowed between PP and non PP attendance by 10% Whole school attendance reaches 94%
Further improve the <b>personal development</b> and citizenship course to foster awareness of e-safety.	Review of personal development curriculum Implement key issues arising	J Blundell	Student voice rates PD courses as good
Reduce the rate of exclusions through the consistent approach towards <b>behaviour management</b> .	Deliver CPD to all staff by staff CPD plan includes support for staff who find behaviour management an issue Regular monitoring calendar identifies hotspots Termly trend analysis FAP	J Blundell	Exclusion data shows drop in PEX and fixed term