

Cambridge School Improvement Plan 2023-2024



Priority 1: To ensure that the curriculum continues to develop in a coherent and coordinated way and is adapted to meet the needs of learners in different pods

Action	Methods	Responsibility	Milestones	Impact Evaluation	Progress- January 2024	Progress – July 2024
<ul style="list-style-type: none"> Consolidation and evaluation of the new Cambridge curriculum launched in 2021 which is theme based, focusing on functionality and cross-curricular links and connectivity Develop a consistent approach to the use of Google Classroom across the school, enabling home learning and a blended approach in case of school closures, persistent absence. Life Skills units implemented and adapted for SEMH learners, focussed more on employability 	<ul style="list-style-type: none"> Identify a bespoke INSET programme and monitor delivery All students re-assessed and baselined in core skills to inform development of English and maths curriculum Thematic curriculum extended and enriched and all planning to meet these enhanced expectations is collaborative planning CPD for all staff, pupils and parents in Google Classroom applications, including the migration of all curriculum planning tools to gsuite 	<ul style="list-style-type: none"> Assistant Headteacher (Curriculum) Core skills leads (Headteacher to moderate) 	<ul style="list-style-type: none"> Baseline data benchmarked and used by teachers to target interventions and plan curriculum delivery accordingly end of Oct 2023 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 Rigorous analysis of standardised tests and termly progress data ensures all pupils make good or better – For intervention plans for those identified as not making expected progress in core skills 	<ul style="list-style-type: none"> Learning walks demonstrate that the curriculum is being followed. Joint mid-term planning based on long term curriculum plans which is now shared on the staff portal. Staff training on curriculum impact on 11th January 2024. PSHE & Maths book scrutiny highlighted both good practice and areas to improve which is shared with staff. Introduction of Executive Functioning & Emotional Intelligence. Introduction of Princes Trust in January 2024 after a successful pilot during 2023. Introduction of a Duke of Edinburgh pilot scheme starting January 2024 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Further develop our off-site personalised curriculum offer and provision including offsite learning and college placement / work experience from Year 8. Ensure that the curriculum focuses on the acquisition of core skills in English, Maths and Science – supported by the newly appointed subject leads. 	<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 for all pupils from year 8 External audits to assess school's strengths and weaknesses by, Trevor Davies SIP and Challenge Partners - Implementation of audit findings Preparing for Adulthood curriculum embedded throughout learning Dedicated SLT member to focus on developing partnerships with external providers to build a comprehensive off-site provision map 	<ul style="list-style-type: none"> Assistant Headteacher (Curriculum) Core skills leads (Headteacher to moderate) 	<ul style="list-style-type: none"> By Dec 2023 each student has a provision map and pathway destination formalised, shared and reviewed By June 2024 curriculum for next academic year published, reorganised pod system reviewed Recruitment priorities identified by May 2024 and strategy developed to meet needs Explore opportunities for external support in science, with a view to appointing a new internal science lead April 2024 	<ul style="list-style-type: none"> Provision Maps used highly effectively by all stakeholders to tailor curriculum experiences KS3 & 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% plus success rates 	<ul style="list-style-type: none"> Off-site accredited learning in Mechanics at Macbeth Centre. West Thames Beauty Course for Years 10 & 11 College links have started again at West London College. City & Guilds Level 1 Bike maintenance course. Started work with a Science consultant to review KS4 curriculum, exploring alternative qualifications and specific Year 9 class as a pathway into formal accreditation. 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Evaluating the impact of the curriculum review on learner experience, attitudes and progress, and actioning findings Curriculum maps and models posted on school website to demonstrate Intent/Implementation/Impact Learning Walks focusing on curriculum content, coverage and delivery 	<ul style="list-style-type: none"> Data analysis of progress across the curriculum feeding into EHCP, school reports and parental / pupil meetings Increase the regularity of student voice feedback to include termly surveys Initiate autumn 2 benchmarking with an identified comparable local school (Clarendon school) 	<ul style="list-style-type: none"> Assistant Headteacher (Curriculum) Core skills leads (Headteacher to moderate) 	<ul style="list-style-type: none"> More students achieving their targets on both academic and non-academic subjects, 70% achieved across the board – TO BE REVIEWED Learning Walk analysis shows teachers are responding to constructive criticism and making adaptations to improve learner experience and outcomes 	<ul style="list-style-type: none"> Data analysis demonstrates progress consistent across both academic and non-academic learning and subjects New school website content provides stakeholders with relevant and informative content relating to curriculum Teacher pedagogical practice is developed through regular learning walk cycles 	<ul style="list-style-type: none"> Following the streamlining of Onwards & Upwards targets, students are on the whole making progress but it is too early to analyse trends, although overall it's looking positive. Detailed class and pupil analysis available 	<ul style="list-style-type: none">

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Priority 2: To enhance our teaching and learning practice to ensure consistency across pods and securing excellent outcomes for all learners

Action	Methods	Responsibility	Milestones	Impact Evaluation	Progress- January 2024	Progress – July 2024
<ul style="list-style-type: none"> Continue to quality assure and review systems to ensure focused observations and targeted feedback to teachers Relentless focus on improving Reading across the school through continued focused interventions and refinement of Guided Reading activities Learning Walks focus on pedagogy as well as provision Termly staff training linked to expectations of quality first practice. 	<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 subject leads, with in-depth knowledge of subject curriculum External Quality Assurance by LA, SIP and Challenge Partners Regular Learning Walks with written feedback available for all staff and individual verbal feedback for individual class staff Training sessions on Adaptive Teaching strategies in 2023-2024 with follow up Learning walks 	<ul style="list-style-type: none"> Assistant Headteacher (Curriculum) (Headteacher to moderate) 	<ul style="list-style-type: none"> Teaching outcomes across the pods at least 'good' – Jan 2024, April 2024 and July 2024 Consistently good or better teaching observed in classes in each pod as the norm by July 2024 	<ul style="list-style-type: none"> Internal judgments are consistent and benchmarked / moderated at SLT External Judgments verify school leaders' assessments Challenge Partners March 2024, School Improvement Partner May 2024 and July 2024 	<ul style="list-style-type: none"> 4 learning walks were carried and feedback was given to teachers, one of which was graded using an internal system As a result of these walks, we have refined the process to focus on fewer areas but with more intensity. Training, Evidence, Impact. Adaptive training delivered. All trainee teachers given Teacher's Toolkit text book 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Data and its analysis is at the heart of school improvement and is used effectively to inform teacher planning and learner interventions Ensuring that ASD and SEMH strategies are implemented 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 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, and deliver formative feedback Steps taken to ensure a total communication approach and low arousal environment (particularly in Orange pod) Specific data analysis of ASD and SEMH learners' progress across the curriculum 	<ul style="list-style-type: none"> Assistant Headteacher (Curriculum) (Headteacher to moderate) 	<ul style="list-style-type: none"> All learners making at least good progress in academic subjects Interventions are mapped and analysed, all learners recognise that they are making progress Ongoing training and refreshers for all staff 2023-2024 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"> Nurture and ASD training is/has taken place. Regular Onwards & Upwards data drops with follow up meetings with staff to discuss trends and suggest targets for improvement, informing and intervention strategy. Review of groupings which generated some fine tuning 	<ul style="list-style-type: none">
<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 Continue to increase the number of students on the PfA pathway accessing Unit Awards, reducing pod variation Focus on employability and work-related learning including a KS4 Work Experience programme 	<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"> Assistant Headteacher (Curriculum) (Headteacher to moderate) 	<ul style="list-style-type: none"> Gaps in individual performance by subject significantly reduced Planned interventions have helped to reduce 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 	<ul style="list-style-type: none"> See above. 	<ul style="list-style-type: none">

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Priority 3: To embed the distributed leadership model across the school through coaching with a particular focus on improving Recruitment, Induction and Retention

Action	Methods	Responsibility	Milestones	Impact Evaluation	Progress- January 2024	Progress – July 2024
<ul style="list-style-type: none"> Implement changes to the senior leadership structure, in response to the promotion of the Deputy Headteacher to a new headship 	<ul style="list-style-type: none"> Creation of new Assistant Headteacher posts Identify new responsibilities of the new Assistant Headteachers, matched to the needs of the new school structure Identify within the structure a Senior Assistant Headteacher, who can deputise for the Head. Relevant CPD for Assistant Headteachers, linked to prior experience and knowledge 	<ul style="list-style-type: none"> Headteacher Governing Body 	<ul style="list-style-type: none"> September 2023 - Assistant Headteachers in post, with clear responsibilities and accountabilities Assistant Headteacher CPD programme implemented and monitored for successful impact 	<ul style="list-style-type: none"> Successful induction of new Assistant Headteachers Identified impact of Assistant Headteachers in their recognised area of responsibility – including regular reports to Headteacher and Governors 	<ul style="list-style-type: none"> 3 Assistant Head Teachers with clearly defined roles. Atlantic Pod lead SENCO Subject leads have been appointed from January 2024 in Maths, English & Science 1 Assistant Head: NPQSL 1 Assistant Head: NPQH SENCO doing formal training at UCL 	
<ul style="list-style-type: none"> Pod structural system reorganised to strengthen organisational clarity, account for planned changes in cohort profile and build leadership capacity Staffing model of Teacher/HLTA and TA in each class with clear lines of recognised accountability and Performance Development Golden Thread within teams 	<ul style="list-style-type: none"> New Pod organisation implemented - September 2024 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"> Assistant Headteacher (Staff development) (Headteacher to moderate) 	<ul style="list-style-type: none"> Line Management meetings formalised and recorded and reviewed at all levels 	<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"> Successful introduction to the 2 Pod system, with some refinement for KS3 Atlantic. Line management meetings going well and regularly. 	
<ul style="list-style-type: none"> Continue to develop coaching 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 2023 and part of everyone's practice and professional development 	<ul style="list-style-type: none"> Assistant Headteacher (Staff development) (Headteacher to moderate) 	<ul style="list-style-type: none"> Leverage Coaching timetabled Autumn 2023 All staff to have engaged and self-assessed Spring 2024 and Summer 2024 	<ul style="list-style-type: none"> Coaching 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"> Peer support observations has happened within Emotional Intelligence 	
<ul style="list-style-type: none"> Continue to identify and develop 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"> Assistant Headteacher (Staff development) (Headteacher to moderate) 	<ul style="list-style-type: none"> Line management demonstrates progress against agreed leadership targets Leaders to continue to enrol and succeeding on nationally accredited courses 	<ul style="list-style-type: none"> Distributed leadership ensures all staff have stake in school improvement and can demonstrate their contribution through individual development targets School Improvement Partner reports Spring / Summer 2024 	<ul style="list-style-type: none"> Appointed 3 middle leaders Duke of Edinburgh has a teacher leading the programme Senior leads on courses to develop Leadership 7 members of staff on trainee teacher programme 	

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<ul style="list-style-type: none"> Performance Development ensures improved accountability and is lived and breathed and not just written down, ensuring that it is pragmatic and flexible enough to be meaningful in a potentially disrupted and fragmented school landscape Wellbeing strategies embedded and advertised as a key element in recruitment processes Staff surveys focus on wellbeing and welfare to identify areas for improvement and address strategies to address deficits 	<ul style="list-style-type: none"> Performance Development procedures tightened with all staff to complete mid-year reviews. Clear lines of accountability with PD of support staff delegated to pod leaders and teachers Bluesky to be utilised to its full potential so that staff can create personalised development portfolios Consistent monitoring and moderating of standards by SLT 	<ul style="list-style-type: none"> Assistant Headteacher (Staff development) <ul style="list-style-type: none"> All of SLT (Headteacher to moderate) Pod leaders and class teachers 	<ul style="list-style-type: none"> All staff retrained in target setting <ul style="list-style-type: none"> Review meetings are recorded and outcomes moderated at SLT Interventions mapped 	<ul style="list-style-type: none"> Staff development outcomes are met consistently as pod leaders have more control and power to intervene / support Interventions evaluated at SLT and any necessary actions taken 	<ul style="list-style-type: none"> All teaching staff and TAs have engaged with the PD programme, targets have been set and moderated by line managers Long term agency have engaged with PD 	
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Priority 4: To extend the Nurture model across the school, taking account of Cambridge School's revised position within the LA local offer

Action	Methods	Responsibility	Milestones	Impact Evaluation	Progress- January 2024	Progress – July 2024
<ul style="list-style-type: none"> To establish and embed the Nurture model at the heart of whole-school practice, following the model and principles of Nurture UK To continue to participate in the LBHF/ Nurture pilot project, implement key actions and evaluate impact Develop whole-school routines for the beginning and end of day to ensure students are regulated for transitions to and from school. 	<ul style="list-style-type: none"> To train key adults within the school to be nurture group specialists and disseminate to colleagues. To gain advanced accreditation for key players To develop the leadership skills of the nurture lead practitioner. To develop 'Safe Base' learning environments in all classrooms To baseline and assess all learners using the Boxall method Supervision for all teaching staff introduced Autumn 2023 and reports made available to SLT Nurture UK to provide training, consultancy and supervision for all teaching staff 	<ul style="list-style-type: none"> Assistant Headteacher (Student Support & Development) Moderated by Headteacher 	<ul style="list-style-type: none"> Model extended to most teaching groups by December 2023 and ongoing Learning Walks and Observations by SLT and EP Emma Denholm conducted review visit in December 2023 to ensure compliance and Quality Assurance External QA through SIP and Challenge Partners confirms school judgments Spring 2024 A Majority of learners meeting expected progress through the Boxall profile 	<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"> 2 more teachers are being trained. More learners will be doing the Boxall Profile. All Pacific Pod staff have been trained in Boxall Profile. Whole school training by Assistant Head on Nurture Principles. 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> In light of the changing school cohort, all teachers to gain experience in teaching SEMH learners Access to a bespoke coaching and training programme, led by in-school nurture UK trained champions Roll out of a dedicated emotional intelligence curriculum, to be delivered daily to all classes. 	<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 Structured coaching time built into the timetable Dedicated training for coaches – led by student and family support officer Whole-school training on emotional intelligence curriculum, including learning walks and book looks 	<ul style="list-style-type: none"> Assistant Headteacher (Student Support & Development) Student and family support officer Moderated by Headteacher 	<ul style="list-style-type: none"> Training programme devised to empower staff - Autumn 2023 and ongoing Report to Gobs and Action plan for this key area on a termly basis Report on Holistic Progress of Nurture Learners June 2024 End of Year celebration July 2024 	<ul style="list-style-type: none"> Feedback from all internal and external stakeholders (including the local authority) is positive, with clear improvement areas identified and agreed Funding pathway reviewed following implementation in February 2024 	<ul style="list-style-type: none"> See above. Introduced, formalised and delivered an emotional intelligence curriculum. 	<ul style="list-style-type: none">

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Priority 5: To ensure that Behaviour and Attendance data show continuous improvement leading to improved student outcomes and wellbeing

Action	Methods	Responsibility	Milestones	Impact Evaluation	Progress- January 2024	Progress – July 2024
<ul style="list-style-type: none"> Pupil attendance is sustained at 90%+ (and is aspirationally higher) Attendance data is effectively monitored and reviewed throughout the year, with an intervention programme attached Persistent Absence strategies refined with support from external organisations 	<ul style="list-style-type: none"> Weekly analysis of behaviour and attendance data Class data and pod data shared and discussed in pods and SLT Attendance rewards and celebrations embedded with draws for prizes increased for those who have hit 92% target Draw for Grand Prize pushed and publicised to create excitement and motivation LA, ACE and Early Help referrals triggered at earlier stage Close engagement with families of PA pupils by the school's family support team 	<ul style="list-style-type: none"> Assistant Headteacher (Student Support & Development) Moderated by Headteacher 	<ul style="list-style-type: none"> Termly attendance shows upward trajectory – discussed at termly SLT meeting Persistent absence reduced by 10% year-on-year (dependant on SEMH cohort profile) 	<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 Reduced Persistent Absence allows more learners to access the curriculum consistently 	<ul style="list-style-type: none"> It has been a difficult first term. Attendance is currently at 83%, in line with national data which is also reduced. School is not happy with this, and we are engaging with external professionals to devise action plans to ensure we are doing everything we can to increase attendance 	
<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 by MDT and behaviour lead to identify trends and implement intervention programmes Increased EP support MIND adding capacity to therapist caseload Total communication approach adopted by the school Low arousal approach and environments where appropriate Nurture model lowering anxiety and stress for KS3 SEMH students Staff training and coaching to support them with managing crisis behaviour situations 	<ul style="list-style-type: none"> Assistant Headteacher (Student Support & Development) Moderated by Headteacher 	<ul style="list-style-type: none"> Fixed term exclusions reduced year on year All students with behavioural difficulties accessing support – increased access to structured programmes reduces serious incidents Mutual and self-regulation strategies used consistently by students, as monitored by SALT All staff trained in autism awareness and Nurture strategies 	<ul style="list-style-type: none"> Reduction in serious incidents relates to improved academic outcomes, and wellbeing Pupil and staff surveys demonstrate positive behaviour and attitudes across the school 	<ul style="list-style-type: none"> Zero fixed term exclusions Autumn term 2023-24 compared with Autumn 2022-23 Improved the internal reflection and restorative justice process as an alternative to a fixed term exclusion Room 10! Use of data to inform our practice and personalise behaviour interventions Move from EdAware to CPOMS which offers us a much better reporting facility 	