



Success built around positive relationships



Our Vision (what we want)

A school where confident, curious individuals are inspired to learn about themselves, each other and the world at large.

Our Mission (how we get there)

To equip everyone with the learning and life skills needed to achieve success and fulfilment.

Our Values (our commitment to each other)

To promote trust and personal responsibility, empowering individuals who co-operate voluntarily for the greater good of our community.

At Coombe Dean, we believe that relationship-led learning is the key to success, which means:

- we respect ourselves, each other and the environment
- we seek to understand and value ourselves, and recognise and value differences in others
- we are ambitious for personal achievement, growth and well-being and we celebrate achievement
- we want everyone to progress from compliant, dependent learning to committed, independent learning

We promote ideas, action, relationships and effectiveness in all forms:

- we are **full of ideas** and love using our imagination; we **value independence** and we are lifelong learners
- we like asking and **answering difficult questions**; we are thoughtful and **conscientious** and we enjoy facts
- we are resilient, **energetic and ambitious**; we enjoy challenges and we **thrive on adversity**
- we are **hard-working and tenacious**; we like variety and **getting things done**
- we are **caring and considerate**; we support those in difficulty and we **encourage each other** to be successful
- we are **sociable and outgoing**; we like to communicate and spot **new opportunities**
- we are **trustworthy and honest**; we are ethical and we **strive to be fair** in all our actions
- we are **disciplined and focused** and we like to be in control; we like being **organised**

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Section 1 - Statement of Intent for Coombe Dean School for the Year 2018-19

The overall objective for the year ahead is to:

Ensure everyone in our learning community wants to attend well and that our success results from our focus on positive relationships - ensuring that all learners have access to excellent teaching and learning opportunities across their curriculum experience. Within this we wish to continue our journey of embedding a culture of valuing well-being for all.

What the data and our Self Evaluation Position Statement (SEPS) from last year is telling us:

- Attendance / persistent absence remains a concern and it is clear this is impacting on our headline performance measures.
- Areas where PP funding provides more flexibility in teaching groups are seeing less of a gap in the performance between students eligible for PP funding and 'others'.
- There remains significant within school variation in our progress data; with the P8 open bucket very negative in 2018.

Our Key Lines of Enquiry (KLoEs) as reflected in these ambitions for the year ahead are:

- Better understand the root causes of our attendance and persistent absence problems, with a focus on a 'broken weeks' analysis.
- Reflect on lessons learnt from 2018 progress data and consider how both the curriculum offer and the teaching & learning experience across all areas, but in particular the open bucket and for disadvantaged students, can be improved.

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Section 2 - Summary of key ambitions and foci in School Improvement Plan

Planning in this Raising Achievement Plan 'RAP' takes into account feedback from a visit to review provision to close the gap by Justine Hocking (external SIP consultant) on 19th November 2015, national research, most notably the July 2016 Education Policy Institute report; Divergent pathways: the disadvantage gap, accountability and the pupil premium by Jo Hutchinson and Sir John Dunford as well as analysis of our own data and circumstances as a school. This document will be reviewed in the light of 2019 summer outcomes.

This action plan focuses on 5 broad strands that have been identified as areas that the school is seeking to address as analysis of outcomes and records from previous cohorts of students show that these contribute to the progress made by students identified by the Pupil Premium (FSM Ever6) indicator. The identified strands are: *Quality First Teaching, Raising Staff Awareness, Attendance, Curriculum Enrichment and Curriculum Entitlement, Parental Engagement.*

In the cost column, 'nil' serves as an indication that there is no specific additional cost for this provision, however this work is undertaken by the staff identified in addition to their responsibilities. Key members of staff and their roles in the school identified by initials in the RAP are:

SKL	Stuart Koehler-Lewis	Deputy Headteacher – Curriculum
SH	Sue Hodges	Transition Champion (TC), Subject Leader, ICT
SAC	Sarah Cunningham	Student and Parent Support Adviser (SPSA)
MJD	Melissa Dennis	Deputy Headteacher - Inclusion
SJS	Stuart Sinclair	Assistant Headteacher - Personnel
PFB	Paul Fox-Brewer	Associate Assistant Headteacher – Attendance Lead
GT	Gill Trim	Data manager
CG	<i>Caroline Granville</i>	<i>Assistant Headteacher – Teaching and Learning</i>
LCS	Lara Sutherland	Assistant Headteacher - Sport Subject Leader, PE
JF	Jenny French	Deputy Subject Leader, English
NT	Neil Thomas	Subject Leader, English
HLR	Heather Reinecke	Subject Leader, Maths
BK	Beth Kellham	Deputy Subject Leader, Maths
KG	Kevin Green	Key Stage Leader (KSL)
RNW	Richard Woodland	Headteacher
NJM	Nicola Macrae	Inclusion Manager
AB	Amy Barker	Office Manager
EC	Emma Channing	Attendance Officer
AH	Angela Hughes	School Business Manager
LB	Lesley Brown	Early Intervention Support Worker
SL/ML		Subject Leader(s) / Middle Leader(s)
YL		Year Leader(s)
NG	Nikki Gould	Work Experience Coordinator
DC	Dave Crocker	Maths teacher
SD	Sam Davey	Librarian

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Section 3

Ambition	Focus Area
A. Attendance	A.1 Whole school appraisal objective linked to attendance
	A.2 Associate AHT leading on an attendance action plan
	A.3 Develop the use of 'broken weeks' analysis to inform interventions
	A.4 Use of suitable alternative provision (both within school and off-site)
B. Excellence in the Classroom	B.1 Embedding high expectations
	B.2 Empowering middle leaders to develop excellence in all areas
	B.3 Developing pedagogy to ensure progress of all students
	B.4 Use of data systems to inform classroom practice
C. Positive Attitude to Learning	C.1 Life Skills curriculum, including 'Own Your Attitude'
	C.2 Tutorial Programme
	C.3 Behaviour System and Role of the Reflection Room
	C.4 Inclusion Base

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Section 4 – Summary Action Plan

Ambition	Focus Area		Interim Review (Jan 2019)			Interim Review (April 2019)			Summative Review (July 2019)		
A. Attendance	A.1 Whole school appraisal objective linked to attendance										
	A.2 Associate AHT leading on an attendance action plan										
	A.3 Develop the use of 'broken weeks' analysis to inform interventions										
	A.4 Use of suitable alternative provision (both within school and off-site)										
B. Quality First Teaching	B.1 Embedding high expectations										
	B.2 Empowering middle leaders to develop excellence in all areas										
	B.3 Developing pedagogy to ensure progress of all students										
	B.4 Use of data systems to inform classroom practice										
C. Raising Staff Awareness	C.1 Reporting of PP cohort progress to staff										
	C.2 Continue TAC meetings with PP focus										
	C.3 Provide financial support for staff for development										
	C.4 Use of data systems to inform classroom practice										
D. Curriculum Entitlement and Engagement	D.1 Continue to close the gap between PP and 'others' in terms of access to entitlement										
	D.2 PP bursary fund										
	D.3 PP-specific tutoring and investment in PP-focus staffing										
	D.4 Work with NSSW to enhance access to aspirational events										
E. Parental engagement	E.1 Fund Student and Parent Support Advisor										
	E.2 Availability and profile of PP staff for parents to enhance contact										
	E.3 Analysis of parental engagement with parents' evenings										
	E.4 PP specific transition events										
Totals	Number of Foci	20	Green	No	%	Green	No	%	Green	No	%
			Amber	No	%	Amber	No	%	Amber	No	%
			aRed	No	%	Red	No	%	Red	No	%

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Section 4 – Action plans for each area of focus

A – Attendance – SIP section A						
Action Point	Staff	Resources	Success Criteria Impact / Actions	IR 1	IR2	SR
A.1 Whole school appraisal objective linked to attendance to include sharing of attendance figures for PP cohort and ‘other’ cohort with weekly updates in the staffroom	PRB	Admin time	The gap between PP attendance and the attendance of ‘others’ will reduce compared to 2017-18, thus raising overall progress and attainment for the PP cohort			
A.2 Associate AHT leading on an attendance action plan including PP focus with sharing of impact of attendance on outcomes	PRB	Data				
A.3 Develop the use of ‘broken weeks’ analysis to inform interventions with PP funding used where appropriate to support interventions Compile Attendance Case Studies	PRB/EC/MJD/SKL	Time				
A.4 Consider strategy for tackling Persistent Absentees, particularly during approach to exams building on ‘nudge theory’. Use of LG to complete home visits for PA students to support parents in getting students to school.	PRB/SKL	LG time and capacity				

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B Quality First Teaching – SIP section B						
Action Point	Staff	Resources	Success Criteria	IR 1	IR2	SR
B.1 Embedding high expectations – focus on the quality of teaching and learning and the impact upon the progress of cohorts of students	RNW	Staff development	Developments in the quality of T&L will impact on the progress and attainment of PP students			
B.2 Empowering middle leaders to develop excellence in all areas with due consideration to the progress of PP students	SKL	NPQSL/NPQML/ Department Review Cycle	Strengthening middle leadership will build capacity for sustainable improvements to continue			
B.3 Developing pedagogy to ensure progress of all students with due consideration given to PP students in planning and ongoing and intervention support	(CG) SKL	JPD / Professional development opportunities	Focus on selected strategies in classrooms and developing staff expertise will benefit PP students			
B.4 Use of data systems to inform classroom Practice to spot trends involving the PP cohort and their progress compared to 'others'.	SKL/GT	Data processing	Staff will be aware of who their PP students are and will analyse and address their progress compared to the progress of 'others'			

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C Raising Staff Awareness – SIP sections B&C						
Action Point	Staff	Resources	Success Criteria	IR 1	IR2	SR
C.1 Reporting of PP cohort progress to staff with distinction between the progress of the PP cohort and that of ‘others’	SKL/GT	Sisra / iDash	Raise profile, focus on this cohort and increasingly sub groups within this for which we generate data – girls/boys, high/mid/low prior attainment.			
C.2 Continue TAC meetings with PP focus identifying where students are underperforming and identifying targeted use of PP funding to secure improvement and equality of outcomes	SKL/MJD/NJM	Sisra / scheduled meeting time	TAC meeting minutes and actions will demonstrate due focus on PP students and addressing barriers to progress.			
C.3 Provide financial support for staff for Development to provide opportunities for their PP students through the bursary fund	SKL/AH	10K in 2019	Staff will access the fund and be able to trial approaches that will have a positive impact on the progress of PP students specifically			
C.4 Use of data systems to inform classroom practice such that gaps are targeted and planning takes account of the progress of PP students.	SKL	Baseline data sheets	Staff will have access to data to inform their practice and respond in-year to what the data is telling them about the progress of PP students			

D Curriculum Enrichment and Curriculum Entitlement – SIP section C	
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Action Point	Staff	Resources	Success Criteria	IR 1	IR2	SR
D.1 Continue to close the gap between PP and 'others' in terms of access to Entitlement	SKL/DC/SAC	Survey and analysis	The survey in 2019 will return a closing of the gaps identified in the 2018 survey and ensure the entitlement is accessible to all.			
D.2 PP bursary fund	SKL/SAC/AH	Fund set for each academic year to support access to enrichment and entitlement	The fund will continue to be used to remove barriers to participation so that PP students have equal access to opportunities			
D.3 PP-specific tutoring and investment in PP-focus staffing	SKL/MJD	2 members of support staff to work as advocates for selected PP students disadvantaged by their outcomes	The progress of the identified PP students will be supported by the funds deployed to support them – either through MyTutor or private tutoring			
D.4 Work with NSSW and CSW to enhance access to aspirational events	SKL/NG	Opportunities for students to access aspirational events to support progression	Students will have accessed aspirational events and received a 1-2-1 CSW interview to support careers-related decision-making			

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E Parental Engagement – SIP section A,B&C						
Action Point	Staff	Resources	Success Criteria	IR 1	IR2	SR
E.1 Fund Student and Parent Support Advisor	SKL/AH	PP funding	Post continues and SPSA can evidence interaction with families and support offered.			
E.2 Availability and profile of PP staff for parents to enhance contact	SKL/SH/SAC/LB	Support/advertising materials	Parents feel they can access support when contacted in spring 2019.			
E.3 Analysis of parental engagement with parents' evenings	KMD/SKL/SAC	Use of Parents' Evening Booking System analysis	Analysis of participation at parents' evenings shows that there is a continuing trend of improvement in accessing of parents' evenings.			
E.4 PP specific transition events and profile of staff at parents' evenings	SH/SAC	SPSA time	Profile of PP provision and support is recognised by parents.			

Section 5 - Evidence Portfolio

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A: Attendance	B: Quality First Teaching	C: Raising Staff Awareness	D: Curriculum Enrichment and Curriculum Entitlement	E: Parental Engagement
Attendance data analysis	Lesson observations and Departmental Review Cycle notes IDSR documents and analysis	TAC minutes Staff project fund applications and analysis	Curriculum Enrichment survey analysis	Analysis of attendance at parents' evenings Analysis of access to NSSW events