

Avanti House School (22/08/2016)

One Year Strategic Improvement Plan 2016/17

v1.0 [September 1st 2016]

Strategic Aim	Objective	Start Date	Due Date	Lead	Targets to be achieved	Evaluation Processes	Overall Impact
KIP1 (2017): PRACTICE (Teaching & Learning)	KIP1.1: Developing a bespoke model for teaching and learning	01/09/2016	30/09/2016	NMO	A published, bespoke model for teaching and learning; setting out non-negotiable expectations for all teachers and for those who support teaching and learning in the classroom and in small group settings. For innovative planning, resourcing, delivery, differentiation, assessment and intervention.	Audit regularly the delivery of this model, distribution and use within faculties - both awareness of and on the ground activity.	A consistency of approach to planning, resourcing, starts and ends of lessons, delivery, assessment and feedback. Stimulating, well planned, varied, lessons; highly motivated learners.
	KIP1.10: Streamlined evaluation, scrutiny and monitored improvement planning by senior and middle leaders	01/09/2016	31/08/2017	NMO	Calendarised programme of monitoring, evaluation and review of teaching & learning - including improvement planning within senior and middle (faculty & year) leadership. Informed by Trust Review cycle and internal monitoring /scrutiny.	Internal evaluation aligns to Trust programme of review in content, priority and emphasis. Develops into improvement planning priorities.	Measured through ongoing external validation (including but not exclusively Trust Review cycle). Improved teaching and learning.

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KIP1 (2017): PRACTICE (Teaching & Learning)	KIP1.11 Extended Professional Learning for All	01/09/2016	31/08/2017	SMC	<p>Extend the middle leadership programme</p> <p>Engage increasingly with HTSA</p> <p>Link ALL subject leaders with peers in other secondary schools for sharing best practice and moderation of progress reviews.</p> <p>Programme of CPD for non-teachers</p>	<p>Documented CPD in SchoolIP (through PM)</p> <p>Documented links with peers & leaders in other schools - audited.</p>	Improved teaching, learning and teaching conversations
	KIP1.2 Identifying and spreading best practice in pedagogy. No teaching less than good.	01/09/2016	31/08/2017	MBE	Database of best practice in pedagogical activity aligned to the National Teacher Standards - maintained and updated.	Half-termly review of database and its use, within SET	Growing awareness where best practice to be seen against the National Teacher Standards.
	KIP1.3 The classroom climate - engaging, well resourced; exceptional attitudes from all	01/09/2016	31/08/2017	NMO	<p>As evidenced in all audits, learning walks and work scrutiny: presentation (walls, resourcing, exercise books etc.) is of the highest standard, behaviour for learning (including punctuality, uniform, equipment) is excellent.</p> <p>Teacher-class relationships support excellent learning</p>	<p>Evaluated through 6-yearly performance management and support programme, Trust Reviews,</p> <p>In-house faculty review, learning walks, work scrutiny, visiting inspectors and reviewers.</p>	Climate for learning promotes excellent learning and accelerated progress

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KIP1 (2017): PRACTICE (Teaching & Learning)	KIP1.4 A coaching and mentoring culture with supportive observation framework	01/09/2016	31/08/2017	SMC	<p>A coach or mentor for all - linked to performance management. Coach training programme for those who have not already benefited.</p> <p>Calendarised and monitored, documented coach/mentor meetings - regular (at least half-termly)</p>	<p>Choice of coaches/mentors identified before the start of the academic year - expectation of programme clearly established.</p> <p>Ongoing monitoring of impact of programme through discussion and lesson observation</p>	Coaching/mentoring programme working general and specific areas of development (linked to National Teacher Standards) impact measurable
	KIP1.5 Challenge and support programme in place – informed by meeting and exceeding NTS (National Teacher Standards)	01/09/2016	31/08/2017	MBE	<p>Teaching colleagues who consistently fail to meet basic expectations for good planning and teacher or whose children are not making at least expected progress benefit from challenge and support programmes.</p> <p>A good length of time, challenge and support, prior to the invocation of any capability programmes.</p>	<p>Logs of those colleagues on Challenge and Support Programmes - targets established, effectiveness of support is measured.</p>	Those benefiting from challenge and support programmes quickly assessed as good or better practitioners students start to perform at least at expected levels for both attainment and progress.

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KIP1 (2017): PRACTICE (Teaching & Learning)	KIP1.6 Risk taking, engaging, well planned and innovative teaching and learning	01/09/2016	31/08/2017	SMC	Performance review, Trust Review and student surveys report specific innovation in teaching and learning which motivates and sustains high levels of motivation and achievement. Breaking out of the routine, predictable and more pedestrian approaches to teaching and learning and spreading best practice in this regard.	Through observation - performance review, learning walks, work scrutiny, faculty review, Trust review.	Improved standard: teaching and learning in the classroom - measured and monitored.
	KIP1.7: Assessment and feedback of the highest order with maximum impact	01/09/2016	31/08/2017	NMO	Data awareness and use by senior/middle leaders and classroom teachers at a high level with maximum impact. Assessment and feedback (summative, formative and marking/verbal) promotes learning (measurably)	Evaluated through work scrutiny, learning walks, 6-observation performance review cycle, Trust Review.	Measured through learner progress and attainment.
	KIP1.8: Data aware and data driven learning intervention at every level	01/09/2016	31/08/2017	NMO	In every learning episode and/or review (including performance management) teachers and teaching assistants are aware of and planning for learning/intervention on the basis of accurate current achievement data.	Through interrogation during review, learning walks, work scrutiny, staff/student survey.	

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<p>KIP1 (2017):</p> <p>PRACTICE</p> <p>(Teaching & Learning)</p>	<p>KIP1.9: Supported, improved Governance focused on teaching, learning, assessment and outcomes</p>	<p>01/09/2016</p>	<p>31/08/2017</p>	<p>MBE</p>	<p>Governors' linked to subject/faculty and engaged in non-judgmental but supportive lesson observation/discussions around teaching, learning and interventions.</p> <p>Governors are increasingly data aware and able to articulate clearly to any audience the strategic drives in the school towards raising standards of teaching, learning, assessment and intervention.</p>	<p>Governor survey, minutes of meetings, notes of visits.</p>	<p>Measured through monitoring and evaluation - evidence based.</p>

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KIP2 (2017): PERSONALISATION (Differentiation SEN/GT, Life after Levels)	KIP2.1: Learning in personalised, by default, in all episodes	01/09/2016	31/08/2017	SMC	Whenever teaching and learning is observed there is evidence of current, past and planned differentiation A particular focus on those with SEN(D) and those who are Gifted and Able. Innovative approaches to differentiation ubiquitous	Through performance management, lesson observation, coaching and mentoring; also faculty reviews.	No gaps in achievement seen in any significant group
	KIP2.2 Breadth, depth and mastery in learning is promoted at all times through differentiation	01/09/2016	31/08/2017	SMC	Whenever learning is observed, depth and mastery is seen to be promoted at an appropriate level for all. The curriculum and its delivery is broad and balanced and well suited to all learners - including those with SEN(D) and gifted and able.	Through lesson observation, audit, work scrutiny, discussions with learners, faculty and Trust review.	Greater learner engagement - seen in presentation, through observation etc.
	KIP2.3: Gaps are swiftly identified and closed (attainment, progress, behaviour and attendance); gender, disadvantaged (PP), SEN(D)	01/09/2016	31/08/2017	AKH	No gaps in achievement or quickly closing Achievement of the most vulnerable at least on track with ALL OTHERS nationally. Tracked achievement and attendance with intervention for whole-cohort, year groups, by gender, SEN(D) and pupil premium	PRO-4 analysis and intervention - audited half yearly.	High achieving children who are either vulnerable and/or gifted/able.

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KIP2 (2017): PERSONALISATION (Differentiation SEN/GT, Life after Levels)	KIP2.4: Staff are data aware and there is validated, data-driven, timely intervention.	01/09/2016	31/08/2017	VPT	Data and targets/intervention strategies (both life after levels) and for GCSE are well understood by all Interventions take place at every level - through inclusion and through faculty (also through performance management - support and challenge).	Discussion during faculty review, work scrutiny, performance management, support and challenge.	Interventions are timely and progress (particularly for those on low starting point) is accelerated.
	KIP2.5 High functioning support of teachers who hold themselves to account for differentiation and meeting the needs of all, especially our most vulnerable.	01/09/2016	31/08/2017	NMO	That all teachers - including those identified for coaching/mentoring and other CPD programmes - increasingly hold themselves to account for planning and delivering innovative, varied, interesting, engaging and fully differentiated learning episodes.	Through faculty and Trust review. Also learning walks, work scrutiny, talking with children.	Highly differentiated learning episodes - stretching all - including the most able.
	KIP2.6 Explicit, well researched, evaluated provision for the most able, the gifted and the talented.	01/09/2016	31/08/2017	VPT	Through i/c G&T (Sheena Patel) well documented, rolled-out and fully audited programmes (in subject and extended curriculum) for the most able.	Achievement of the most able - in the top 5-10% of similar schools nationally - through PR1-5 Evaluated through PR1-5 - also faculty and Trust review.	Most able achieving the highest level - top 5-10% of similar students nationally.

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KIP3 (2017): PATHWAYS (Curricula 11-19, Life Skills, Voice)	KIP3.1 High achieving KS4 and 5 – top 10% similar schools nationally	01/09/2016	31/08/2017	VPT	Through FOGs, all learners on track to achieve at FFT SE10 - in the top 10% of similar schools nationally. Position 1-6 in DfE performance tables.	Through PR1-5 - audited and moderated with peers in other secondary schools.	Outstanding outcome - top 10% of similar schools nationally.
	KIP3.2a A mapped, coherent curriculum from primary transition to post-16 – learning journeys	01/09/2016	28/02/2017	VPT	A curriculum policy document (by end September 2016) A mapped curriculum from 11-19 Curriculum materials online for parents (updated)	Evaluated through review and performance management.	Curriculum review - through Governors Trust review.
	KIP3.2b: A mapped, coherent curriculum for post-16 – learning journeys	01/09/2016	28/02/2017	PNA	Full consultation - all stakeholders Prospectus and Open Evening 80+ students embarking upon sixth form programmes at Avanti House in September 2017.	Reviewed by Trust and RGB Informed by learner and parent engagement.	High uptake onto courses. 80+ students

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<p>KIP3 (2017):</p> <p>PATHWAYS</p> <p>(Curricula 11-19, Life Skills, Voice)</p>	<p>KIP3.3 Core, extended and enrichment (including trips, visits, visitors, work experience, performances and an embellishment and tracking of the 'cultural' dimension of SMSC) provision</p>	<p>01/09/2016</p>	<p>31/08/2017</p>	<p>MDE</p>	<p>Enhanced Club Programme at secondary (including external input)</p> <p>A minimum of 5 trips per year group and one of those being outside of London per year</p> <p>A minimum of two summer residentials - years 7 & 8</p> <p>A minimum of 4 overseas visits per year.</p> <p>Duke of Edinburgh bronze and silver - i/c Vinay Patel</p> <p>CCF through Paul Nash</p> <p>A minimum of 4 performances and one of those a significant performance.</p> <p>Working with Paul Nash on the 'cultural' dimension of SMSC - auditing, tracking, intervention - identifying best practice and embedding it.</p>	<p>Through performance management, audit and review (Trust and in-house)</p>	<p>Learners speak favourably about the extended curriculum</p>

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KIP3 (2017): PATHWAYS (Curricula 11-19, Life Skills, Voice)	KIP3.4 Widening cultural and ethnic awareness – incorporating British Values	01/09/2016	31/08/2017	PNA	<p>Through Heads of Year (also via Sean McGivern, through Citizenship/PHSEE) evidence of considerably greater acknowledgement and celebration of cultural and ethnic diversity - curriculum mapped (VPT).</p> <p>Documented mapping of British Values and in-fililing through PHSEE/Reflection programme</p>	<p>Faculty and Trust review</p> <p>Work scrutiny</p>	Less of a sense of a mono-culture at Av House
	KIP3.5 Student Voice, Council, Prefect and Leadership programmes a premium	01/09/2016	31/08/2017	NMO	<p>Active Student Voice - monitored and reviewed through survey and discussion. Including break and lunch duties.</p> <p>Prefect and leadership training programmes.</p> <p>Broader deployment of prefects and student leadership</p>	<p>Through faculty and Trust review - also survey.</p>	Developing work ar life skills - documented

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KIP3 (2017): PATHWAYS (Curricula 11-19, Life Skills, Voice)	KIP3.6 Life skills – character, enterprise, entrepreneurship, public speaking, debating, presentation, networking, online presence.	01/09/2016	31/08/2017	MDE	<p>Involvement of all in performances and arts showcases</p> <p>Active debating society</p> <p>Active enterprise/entrepreneurship activity</p> <p>Intelligent and safe use of technology for presence and networking. i/c VPT</p>	Trust and internal review. Work scrutiny and discussions with learners.	Beyond academic a character - the high enterprising young adult with USP.
	KIP3.7: Competitive, high achieving, modern sixth form – with incentivisation to remain	01/09/2016	31/08/2017	PNA	<p>Compelling, successful marketing strategy for post-16</p> <p>80+ recruits to sixth form</p> <p>High level of facilitating subject cohorts</p> <p>High interest in RUSSELL group Universities</p> <p>Thoughtful and successful incentivisation to remain/come on board.</p>	80+ students on roll - high academic choices Significant interest from outside the school.	Early stages, highly successful post-16 provision and grow fast.