

School development priorities 2022-2023

Improvement area	Priorities
Improve outcomes for students QoE	<ul style="list-style-type: none"> Supporting students to be cognitively, socially and emotionally able to make good or better progress. Using data to effectively track the progress and implement impactful strategies for students of concern. Maintaining a strong focus on staff development of pastoral support via the SCERI programme and PBS programme. Widen range of subjects taught and qualifications available.
Improve the quality of teaching and learning QoE	<ul style="list-style-type: none"> All areas of strength and weakness regarding teaching are identified through a continuous cycle of informative learning walks and addressed through effective leadership. Staff are supported to deliver high quality lessons that stretch and challenge all students (CPD programme). Action plans are implemented to share best practice, and effective support is implemented to address areas of weakness. Raise the profile of writing in English and across all subject areas. Ensure that support staff are confident and effective when supporting students to learn and maximise their progress.
Improve students' personal development, welfare and safety BA PD	<ul style="list-style-type: none"> Further strengthen student participation in all areas of the school, specifically student voice. Ensure that the school's monitoring and pastoral system give accurate information on bullying, and racist and discriminatory incidents, and that all incidents are resolved successfully. Increase school attendance for all groups of learners, especially those that have increased mental health needs.
Improve outcomes for students 6th form	<ul style="list-style-type: none"> To provide work experience opportunities (virtual and in person) that take into further consideration the individual needs and interests of the 6th form cohort and also Y11 students. To continue to support students to access relevant and meaningful careers advice from a range of sources, bettering their chances of achieving their potential and individual success. Revision of curriculum offer for reluctant attenders in 6th form who are experiencing increased SEMH needs. To create an Alumni network that supports leavers whilst also informing and impacting on provision for current students.
Improve leadership and management L&M	<ul style="list-style-type: none"> Ensure a relevant and appropriate curriculum is followed by all students, through intervention sessions underpinning literacy in order to access the full curriculum Expand our network of local school and business partnerships, for rigorous quality assurance, support and challenge that produces a measurable impact on student outcomes.

Mid-year Review – Feb 2023

Improvement area	Priorities	Mid-year review
<p>Improve outcomes for students QoE</p>	<ul style="list-style-type: none"> Supporting students to be cognitively, socially and emotionally able to make good or better progress. Using data to effectively track the progress and implement impactful strategies for students of concern. Maintaining a strong focus on staff development of pastoral support via the SCERI programme and PBS programme. Widen range of subjects taught and qualifications available. 	<p>Effective tracking of data – half termly review of formal and informal assessments to determine target students for intervention</p> <ul style="list-style-type: none"> Impact – students were quickly identified for reading and phonics interventions. Reading abilities and confidence to read is increasing. Impact – teachers are informed of gaps in learning and are adjusting the curriculum content accordingly. Students quickly and effectively identified for Maths intervention and those students' engagement and progress has largely improved significantly. <p>Social and Emotional development (SCERI)</p> <ul style="list-style-type: none"> Impact - significant reduction in frequency and severity of behaviour concerns. <ul style="list-style-type: none"> Students are focused and engaged in lessons. Pastoral support of social and emotional well-being is enabling students to access their learning. 22 reported behaviour incidents – Feb 23 compared to 29 in Feb 22. Severity of incident significantly reduced. 2 x Level 4 – Feb 23, compared to 7 x Level 4 in Feb 22. <p>Reviewed curriculum – World Studies (Humanities) links with English, EDI audit, RSE Specialism Days – supporting students to increase knowledge and understanding of safe intimate relationships, RE Curriculum Day – developing world citizens</p> <ul style="list-style-type: none"> Impact – increased depth and breadth across the curriculum offer. Impact – students making purposeful cross-curricular links across subject areas <p>Introduction of Entry Level Certificate qualifications</p> <ul style="list-style-type: none"> Impact – Students are developing a strong foundation of subject-based concepts which can be applied to higher level qualifications. Addressing gaps in previous learning.
<p>Improve the quality of teaching and learning QoE</p>	<ul style="list-style-type: none"> All areas of strength and weakness regarding teaching are identified through continuous cycle of informative learning walks and addressed through effective leadership. Staff are supported to deliver high quality lessons that stretch and challenge all students (CPD programme). Action plans are implemented to share best practice, and effective support is implemented to address areas of weakness. Raise the profile of writing in English and across all subject areas. Ensure that support staff are confident and effective when supporting students to learn and maximise their progress. 	<p>Informative learning walks have determined the content of the CPD programme.</p> <ul style="list-style-type: none"> Impact – staff have been supported to develop their confidence as Teachers of Reading. They have been equipped with the knowledge and understanding of how to support and develop literacy/reading skills in their subject areas. <p>2x HLTA's are accessing ITT course - Increased pedagogical understanding of education – teaching and learning</p> <ul style="list-style-type: none"> Impact – logically planned lessons and sequence of lessons. Increased frequency of quality first teaching

		<p>Focus on Equality, Diversity and Inclusion via CPD programme</p> <ul style="list-style-type: none"> Impact – staff are better equipped to support all students, enabling them to feel more secure in their school environment and improving mental health. Students have reported in an EDI questionnaire that the school is welcoming of all and there is equality amongst all. <p>3 x Department Action Plans – T&L, Pastoral & 6th form/Careers – enables leaders to be effective in achieving focused outcomes</p> <ul style="list-style-type: none"> Impact – significant progress towards achieving outcomes for Reading across the school and developing literacy practice Impact – increased % of 6th formers accessing both realistic and aspirational work experience opportunities. Impact – Pastoral support is outstanding and enabling students to access the support required that is not currently available from other services (CAMHS, Social Care, etc) <p>Profile of writing in English – through assessment it is evident that majority of students have a significant deficit in reading which impacts on their ability to make progress in writing</p> <ul style="list-style-type: none"> Intervention – a literacy/phonics practitioner has been employed to work with individuals and groups of students to develop their reading, literacy and comprehension skills Impact – students are demonstrating more confidence in all lessons. They are able to engage with more frequency and reading abilities are improving. Students are demonstrating increasing capacity in their writing. Full impact with need time to be seen but indications are positive. <p>Support Staff – developing confidence and knowledge of subject content to best support students</p> <ul style="list-style-type: none"> Intervention – CPD led by Lead English and Maths teachers and Head of Pastoral Intervention – strategic placement of TA's to support students in subjects of increased confidence Impact – teachers are more confident to deploy TA's to work with individuals in lessons. TA's have communicated an increased confidence.
<p>Improve students' personal development, welfare and safety BA PD</p>	<ul style="list-style-type: none"> Further strengthen student participation in all areas of the school, specifically student voice. Ensure that the school's monitoring and pastoral system give accurate information on bullying, and racist and discriminatory incidents, and that all incidents are resolved successfully. Increase school attendance for all groups of learners, especially those that have increased mental health needs. 	<p>Student Voice – Student Council</p> <ul style="list-style-type: none"> Impact - highly engaged School Council. Organised a number of school events and spoken to several groups of visitors. Election of Equality, Diversity and Inclusion representative Students have led assemblies, events and the school Christmas performance. Active participation in the Jack Petchey Award. <p>Monitoring Systems – CPoms and ChatPro</p> <ul style="list-style-type: none"> Impact - significantly improved communication and record keeping of incidents in the school. Pastoral team are able to address incidents immediately and appropriately. Students report that there are very few

		<p>incidents of bullying, racist or discriminatory in the school and if they do occur, they are dealt with straight away.</p> <p>School Attendance – Increased communication with students/parents & increased MH intervention in school</p> <ul style="list-style-type: none"> ● Impact - Attendance – 86.5%. Attendance of Persistent Absentees has increased from 58.9% to 67% from Sept 22 to Feb 23. ● Impact - Communication with parents – parents have communicated (parent survey) that they feel very well supported by the school. They feel their views are listened to and the school acts, where necessary, to support further.
<p>Improve outcomes for students 6th form</p>	<ul style="list-style-type: none"> ● To provide work experience opportunities (virtual and in person) that take into further consideration the individual needs and interests of the 6th form cohort and also Y11 students. ● To continue to support students to access relevant and meaningful careers advice from a range of sources, bettering their chances of achieving their potential and individual success. ● Revision of curriculum offer for reluctant attenders in 6th form who are experiencing increased SEMH needs. ● To create an Alumni network that supports leavers whilst also informing and impacting on provision for current students. 	<p>Personalised Work Experience placements (realistic and aspirational WE placements)</p> <ul style="list-style-type: none"> ● Impact - 85% of 6th formers accessing weekly work experience placements 26% of Y11's accessing weekly work experience placements in the summer term (+1 student in Y10) ● Impact - Employers report high levels of engagement by students. <p>Careers Programme – 2/3 careers days have taken place – colleges & apprenticeships</p> <ul style="list-style-type: none"> ● Impact - High level of engagement by students during the events. Students report that they feel more informed about their opportunities post-Courtyard ● Impact - July 2023 Leavers are actively contributing to their Annual Reviews, indicating the preferred next placement <p>Individual pathways for 6th form students – targets in academic, social, emotional, independence, destination.</p> <ul style="list-style-type: none"> ● Impact – limited at this time. <ul style="list-style-type: none"> ○ Students are motivated by the idea of attending increased work experience however the reality is posing challenges. Students are presenting as more dysregulated in the lead up to WE and then afterwards (overload). ○ SLT will need to consider how to increase the impact of this pathway and therefore if the continuation of this pathway is the right thing for the school at this time. Significant investment of staff time to accompany students to placements where they are not fully engaging. <p>Alumni network – Reverse Jobs Fair – 8th December – London Metropolitan University</p> <ul style="list-style-type: none"> ● Impact – 11 employers with vacancies attended the event. Over 12 Alumni/current 6th formers presented themselves to the employers ● Impact – two Alumni students have secured paid employment through a LA employability scheme. The Head of Careers is facilitating the

		programme for the first five months (European Social Fund through Islington Council)
<p>Improve leadership and management L&M</p>	<ul style="list-style-type: none"> • Ensure a relevant and appropriate curriculum is followed by all students. • Expand our network of local school and business partnerships, for rigorous quality assurance, support and challenge that produces a measurable impact on student outcomes. 	<p>Courtyard Curriculum – focus on depth of skills, knowledge and understanding.</p> <ul style="list-style-type: none"> • Impact - Spring & Summer data will have more validity. Teacher assessment indicates that students are retaining more learning to their long-term memory. <p>School Improvement Consultant – 5 sessions have taken place. 2 x Deep Dives, 1 x Curriculum area consultation, 2 x Core Subject Team briefings.</p> <ul style="list-style-type: none"> • Impact - Middle Leadership Team are acquiring confidence in leading their departments and the Deep Dive process. More confident to communicate the vision and the impact of the curriculum on learning • Personal Development Curriculum focus – supporting all staff to have an increased awareness of this curriculum area